EDUCATION COMMISSION.

REPORT

BY

THE CENTRAL PROVINCES PROVINCIAL COMMITTEE;

WITH

EVIDENCE TAKEN BEFORE THE COMMITTEE,

AND

MEMORIALS ADDRESSED TO THE EDUCATION COMMISSION.

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REPORT BY THE PROVINCIAL COMMITTEE REPRESENTING THE CENTRAL PROVINCES IN THE EDUCATION COMMISSION.

SECTION I.

Short Sketch of Education previous to the formation of the Education Department.

Introduction.

1. In the Central Provinces are four broadly marked natural divisions The valley of the Nerbudda, with hilly country to the north, formed by spurs from the Vindhyas; the country of the Satpura hills including the upper valley of the Tapti; the plains of the Nagpur districts watered by the Weinganga, Wardha and their tributaries; and the great eastern plain of Chhattisgarah and Sambalpur, through which the Mahanadi and its tributaries flow. In these regions are some of the most sacred spots of Hindu mythology: the source of the Nerbudda, the sacred places along its course including the Bhera and Birman ghâts; the island of Unkar Mandhatta, until a recent date the scene of an annual human sacrifice; the source of the Tapti; the ancient Sharan of Ramgiri now Ramtek; and Seorinarayan on the Mahanadi.

Brief historical sketch of the state of education in the Central Provinces prior to the Despatch of 1854, and to the formation of a Department of Education in 1862.

2. In 1854 the provinces had not been formed into an administration. The northern portion known as the Saugor and Nerbudda territories were acquired by the Honourable East India Company in 1817-18, after the war of which the treachery of Appa Sahib was an episode. These districts were placed under the Government of the North-Western Provinces in 1853. Sambalpur, to the extreme east, and the adjoining feudatory states were for a time under the Bengal Local Government; whilst Nimar, to the extreme west, was, until 1864, under the management of the Resident at Indore, the Government of the North-Western Provinces supervising the civil administration. Nagpur and the adjoining districts being the heart of the Central Provinces and Chhattisgarh, belonged before their annexation to the Raja of Berar, whose territory in 1826, estimated at some 70,000 square miles, was considerably larger than England and Wales. A large portion of this territory was called Gondwana and was ruled by semi-barbarous Gond Chiefs. The term "Berar" is no longer applied to the country of which Nagpur is the capital, but to the territory ceded by the Nizam, of which Akola, Amraoti and Ellichpur are the chief towns. The historical summary, then, may be treated under two divisions—the first embracing the state of education in the Saugor and Nerbudda territories; and the second, its state in the Nagpur Provinces including Chhattisgarh.

Education in the Saugor and Nerbudda territories before 1854.

3. In the larger towns and villages, especially along the path of pilgrims, for literature followed the track of vagrant piety, there were the usual indigenous schools. Many were opened in the rains to be closed in the cold weather, when the master resumed his wanderings. There were Hindi schools, in which the multiplication table was taught; Persian schools and Arabic schools, in which the words of the Koran were learnt by heart, their meaning being unexplained. Pandits collected private pupils to educate as village priests and astrologers, rather than formed schools. These indigenous schools, if schools they were, few in number and widely separated, were ephemeral, less efficient, and far less numerous than similar schools existing in the North-Western Provinces. A few more advanced schools were established after English models by the efforts of philanthropists. In 1827 Captain James Paton opened nine schools in Saugor, to which boys were attracted by sweatmeats and money prizes. No fees were taken; books, slates and paper were given without payment. Other schools were opened at Rahatgarh and elsewhere in the Saugor district. But they only lasted so long as Captain Paton remained at Saugor. Mr. Rao Krishna Rao volunteered his services as superintendent, and in 1830 the Government of India, on the recommendation of Mr. Maddock, gave a grant of about Rs. 100 a month towards the support of the schools. In January 1833 Lord William Bentinck, then Governor General of India, when at Saugor, visited the schools held at

Mr. Rao Krishna Rao's house. There were at that time 600 scholars. The Governor General was pleased with Mr. Rao Krishna Rao, whom His Lordship describes as a "very intelligent and meritorious person of sober habits and modest demeanour," and invited him to Calcutta, that he might see the schools there and devote his spare time to the study of English. His Lordship also gave Mr. Rao Krishna Rao a gold medal and presented him with a jagir of Rs. 1,000. Up to this time the schools, though meeting for some hours a day in one house, were in reality separate schools. Each master was paid so much a head for all the boys he brought, and he taught all such scholars, whatever might be their attainments. Mr. Rao Krishna Rao made many friends in Calcutta, Mr. Trevelyan amongst the number, and by their influence the school grant was increased in 1835 to Rs. 300 a month. A local committee was nominated, an English master appointed, the masters were paid fixed stipends, the scholars were classified, and the schools in 1836 were placed under the control of the Committee of Public Instruction in Calcutta. On the introduction of the study of English, instruction in Marathi was discontinued, and Marathi was not again studied until the disturbances in 1857-58, when the boys thought they might as well learn Sanskrit and Marathi in case the Marathi Government should be re-established. In 1842 the study of Urdu was introduced, and in 1849 Persian was commenced. The languages then taught were English, Hindi, Urdu, and Persian, and so greatly had liberal sentiments prevailed, that though in 1849 a number of Brahmans left the school because of the admission of a low caste pupil, yet in 1862 a Chamar boy carried off the second Urdu prize, and in the meantime the Chamar boy with whom in 1849 the Brahmans had objected to sit, held a responsible situation in the Bengal Commissariat.

Caste influence still powerful in remote parts of India.

4. In Bengal, especially in Calcutta, the social position of a pupil is determined pretty much by the wealth of his parents, but in remote parts of India social position is still a question of caste, and it was only a few years ago that the Chanda high school had to be broken up because nearly all the pupils left on account of the admission of a few Dher boys. Only two of the masters were natives of Chanda; and they resigned. One of them was the Sanskrit teacher, and with the pandit, strange to say, the sweeper also resigned. It is probable that the educational reports submitted to the Commission from the various provinces of India will show very clearly from what heterogeneous materials the British Empire in India is built up. At the very outset of our report we would, however, urge upon the Commission the necessity that, when contrasting the present state of education in the Central Provinces with that of other parts of India, they should remember that twenty years ago there were hardly any schools in the east and south of the provinces, and there was no State system of education at all. As the country was shut off from the rest of India by unbridged rivers, and by mountains and forests unpierced by roads, so the people were grossly ignorant and superstitious, and the higher castes of Hindu settlers were bigoted.

History of the Saugor school continued, and mention made of schools opened at Hoshangabad and Jubbulpore.

5. In 1839 the Supreme Government sanctioned a new school-house for the Saugor school, and in 1841 contributed Rs. 1,000 for a school-house at Jubbulpore. The new house in which the Saugor school first assembled was found to be unhealthy. The people subscribed Rs. 2,500, the Government added Rs. 5,000, and in 1852 a good house was purchased in which the school assembled until the outbreak of the mutiny in 1857. In 1835 schools were established at Hoshangabad and Jubbulpore and local committees were appointed.

The gentlemen comprising these committees quarrelled at Hoshangabad on a question of precedence, and at Jubbulpore because of certain alleged libels that appeared in a sort of vernacular newspaper of which the Secretary to the committee was looked upon as proprietor.

The stability of these schools was thus never very great. That at Hoshangabad was closed in 1841, owing to the "entire want of discipline amongst the pupils, and to their total ignorance of the subjects they were supposed to be learning."

Transference of the Jubbulpore school to the Anglican Church Mission.

6. In 1851 the Jubbulpore school was transferred to the Anglican Church at the instance of the school committee. The committee said that an English department was neither appreciated nor wanted, and that in the vernacular department there was no boy forward enough to hold even a scholarship of Rs. 4 a month. In 1854 the Anglican Church Missionary Society first sent its agents to Jubbulpore. The transfer of the school to the Church Missionary Society was approved by the Court of Directors, and it was arranged that in the event of the Church Missionary Society discontinuing the school its house should "lapse to Government." The library of the school was divided, a portion given to the school and a portion to the church to form the nucleus of a church library.

Continuation of the history of the schools in the Saugor and Nerbudda territories, with notice of the Thagi schools.

7. These were all the schools established in the Saugor and Nerbudda territories prior to 1854, except, indeed, the Thagi schools, which were badly attended and badly taught. In 1862 only seven scholars of the Thagi boy's school could read, and the girls' school existed but in name. It is noteworthy that in the Government school at Saugor the Bible was read, and one of the examiners expresses on a certain occasion his approbation of a translation made of one of the psalms by one of the students. The inspector of schools in the northern circle, who reported on the state of education prior to 1856 remarks, when recording this fact, "I have long been of opinion that the objection to the introduction of the Bible as a class-book, whether tenable or otherwise, is of recent date." Educational matters continued in this state for some time. The Honourable Mr Thomason, Lieutenant-Governor of the North-Western Provinces, indeed organised schools at every tahsildari in eight zilas, but the Saugor and Nerbudda territories were not selected amongst the experimental districts. These schools and zila schools were controlled by a visitor general and zila visitor assisted by various local committees. The local committees corresponded with the Council of Education in Calcutta, which was a new name for the old General Committee of Public Instruction, whose functions were defined in a resolution dated the 7th March 1835. The resolution laid down the rule "that all the funds appropriated for the purposes of education would be best employed on English education alone." The policy of the Committee was subsequently modified by Lord Auckland, and from 1839 their avowed object was "to promote the highest efficiency in the vernacular and oriental languages in every practical way compatible with due regard to the superior importance of the cultivation of the English language and literature." The Council of Education continued until it was abolished by Lord Dalhousie. In the meantime, in 1843, the control of educational institutions in the North-Western Provinces and in the Saugor and Nerbudda territories had been transferred to the newly constituted Government at Agra.

Attempt made to found especial schools for Gonds in Mandla.

8. In 1841 an attempt was made to found especial schools for the Gonds of Mandla, then forming a part of the Saugor and Nerbudda territories. At the close of the year six Germans went to India under the auspices of the late Pastor Gossner of Berlin. They were to found an agricultural mission colony amongst the Gonds at Amarkantak, then in the Mandla district, now in the territory of the Raja of Rewah, and about 200 miles north-east from Nagpur. They arrived in February 1842, obtained a village in March, and commenced to build a house, at the same time cultivating, so far as the season permitted, the fields they had acquired. They were thus engaged in June. The rains commenced, their house was unfinished, they could obtain no sufficient shelter, and four of the six missionaries died within five days of each other. The mission was given up and has not since been resumed.

State of education in the Nagpur territories before 1854, and between 1854 and 1862.

9. Captain Wetherspoon, District Superintendent of Police, in the report dated July 1826 of the Resident of Nagpur, gives a very distressing account of the general character of the people. His duties necessarily brought him into contact with the least reputable part of the community. They are, he says, "grossly ignorant, superstitious and prejudiced; addicted to falsehood, and seldom to be

credited even on their oaths, unless their evidence is supported by a train of circumstantial evidence. They are crafty, litigious and designing, and no faith is to be placed in any engagement they enter into unless the fulfilment is secured by a bond." Chastity, it is continued, is a virtue held in little estimation by the lower classes, who have but little "sense of shame or decency in many of their daily habits." In Chhattisgarh all classes, from the highest to the lowest, believed in witchcraft, and many "were the tragical consequences of their belief." In this division this belief, though perhaps driven from the towns, still exists amongst villagers, and the murders committed are in many cases, perhaps in most cases, occasioned by supposed acts of witchcraft. It has been found necessary in the departmental series of reading books to show how groundless is the belief in witches, and in the departmental newspaper sent monthly to all village schools, it has been found advisable to print a summary of all cases in which severe punishment has followed acts of cruelty and murder caused by the belief in sorcery. The Nagpur Government under the Bhonslas gave no support for the encouragement of education. Public schools were not established, nor were grants given to teachers. Wandering Brahmans and pandits learned in the Shastras received presents occasionally. In the city of Nagpur and its suburbs there were 46 schools with 936 pupils in which the vernaculars and Persian were taught. These schools were supported by payments made by the parents of the pupils. In the country, education was chiefly confined to the children of Brahmans. It was a rare circumstance to find a cultivator who could sign his name. There were no schools exclusively for the children of Muhammadans; a few Muhammadans in order to acquire merit in a future state of existence taught Persian gratis. Mullahs and qazis were quite uneducated. They were ignorant of Muhammadan law, but sufficiently acquainted with the common rules and usages to enable them to officiate at marriages. From 1826 to 1853, even the schools described by Sir Richard Jenkins had deteriorated. During this interval Missionary societies commenced their labour of love. In 1835 a vernacular school was opened at Sitabaldi. It was supported from local funds, and allowed to lapse "into the common style of indigenous schools." The history of English education in Nagpur is really the story of the Free Church mission there. The gift by Captain Hill, now Major-General Sir William Hill,* K.C.S.I., of £2,500 enabled the Free Church of Scotland to establish a mission. The selection of the Reverend Stephen Hislop to be the first Missionary was particularly happy. He was a distinguished student of the Glasgow and Edinburgh Universities, and became an accomplished geologist.[1] The Reverend Stephen Hislop arrived at Nagpur in 1845. He found a small school at Kamptee managed by a committee of officers. They placed the school under his supervision, and he was joined by the survivors of the Gond agricultural mission. In 1846 he opened the first English school in the city of Nagpur, in 1849 another school was established at Sitabaldi, and other schools were opened from time to time. There was the usual caste struggle, Brahmans refusing to sit at school with low caste students. But firmness and patience overcame the difficulty. In 1852 Sir Henry Durand acted for a short time as Resident at Nagpur. He visited all the schools and presided at an examination attended by 310 pupils. On the death of Raghoji Bhonsla in 1853 without lineal descendant, the country was held to have lapsed to the British, and the crown jewels were ordered to be sent to Calcutta. Mr. Hislop in 1854 was mistaken for one of the officers sent to remove the jewels. He was assaulted by a mob and nearly murdered, the mob shouting "take the jewels, take the jewels;" but an old pupil ran for a guard of sepoys and Mr. Hislop was saved. The schools continued to prosper. In 1855 Miss Barclay of Edinburgh gave £1,200 for a school-house to be built in Nagpur and an equal sum was collected by the mission there. But it was not until 1861 that the Nagpur mission schools were collected under one roof. The year of the mutiny had intervened, and Mr. Hislop had been able to inform the Resident of the intended mutiny of certain troops. This information was confirmed, and the safety of the station was secured. From 1861 the Nagpur mission school began to grow out of the primary stage. In 1861-62 the first Government grant-in-aid

[1] At the meeting of the Geological Society in 1864, Professor Ramsay, in his presidential address, gave an obituary notice of the Reverend Stephen Hislop, an honor up to that time bestowed only on Hugh Miller. Sir Charles Lyell and other distinguished men were present at this meeting.

was given. Sir Richard Temple was then the Chief Commissioner. The Scotch Missionaries also established a school in Chhindwara, which still exists; and there is now in Chhindwara a special mission to the Gonds.

In Bhandara a school had been opened by Dr. Wybrow in 1861, and before this time a school had been established at Sambalpur by the benevolent exertions of Dr. and Mrs. Cadenhead, which the Bengal Government subsequently maintained. When Sambalpur became a part of the Central Provinces, the school commenced by Dr. Cadenhead and for a time maintained by the Bengal Government, was supported by the Central Provinces Administration. It is still in existence and is a prosperous middle school, the only English-teaching school for the Urya population of the eastern division of the Central Provinces. In Bilaspur, Seorinarayan on the banks of the Mahanadi, is, as already mentioned, a place of sanctity to which numerous pilgrims resort year by year. There a Sanskrit school was opened by a "Bairagi" or religious mendicant. In Chhattisgarh there was so little instruction, that in 1862 at the head-quarters of the division, there were about five "hedge schools," and no competent Native could be found by the Commissioner, to examine, and acquire information regarding indigenous schools.

Origin of the cess for rural education.

10. In paragraph 7 it has been mentioned that Mr. Thomason, the Lieutenant-Governor of the North-Western Provinces, organised schools in eight experimental districts of the North-Western Provinces. As Thomason's scheme is really the foundation of the present village school system adopted in the Central Provinces, it is as well to describe it more fully, though really such description belongs rather to the North-Western Provinces' provincial history of education than to that of the Central Provinces. In November 1846 the Lieutenant-Governor proposed to endow a school in every village of a certain size. For the maintenance of this school it was proposed that the Government should give up their revenue from the land constituting the endowment, on assurance that the landholders appropriated the land for the maintenance of a schoolmaster. It was supposed that a jagir of from five to ten acres of land would give a rental of from 20 to 40 rupees a year. The schoolmaster in addition, it was supposed, would receive presents in money, food, and cloth. The objections which the Lieutenant-Governor had to money-payments were, that it was difficult to secure their faithful disbursement in remote parts of the district, and that they would lead the schoolmaster to look exclusively to the Government and to neglect the conciliation of the people. It was added in the letter describing the scheme, that there is always a danger lest the appointment of a village schoolmaster without the wish of the people should discourage their natural efforts to supply their own wants. The scheme was not entirely approved. It was thought better that money-payments should prevail. Landholders were invited to contribute. The smallest quota to be paid by any village was Rs. 4, and the highest Rs. 36. In different districts these contributions were made in different ways. But eventually the Court of Directors sanctioned the one per cent. school cess. The school cess was calculated on the rental assets before the determination of the Government demand, on the consideration that the Government and the people generally shared directly in the benefits from the school fund. Village schools were to be supported from the cess, and tahsili schools from the public revenues. Thus in reality the village schools are supported by Government from the land revenue, and town schools from the proceeds of general taxation including of course the land revenue.

State of education in the Saugor and Nerbudda territories from 1854 to 1862.

11. Immediately after the receipt of the Despatch of 1854 the Lieutenant-Governor of the North-Western Provinces formed two circles of school inspection. The scond division, including the Saugor and Nerbudda territories, contained 50,000 square miles of territory and a population estimated at 16,000,000. The circles were unwieldy, eventually four circles were formed, and the Saugor and Nerbudda territories were comprised in the fourth circle, of which in January

1856 Lieutenant Helbert was appointed inspector. He was instructed only to introduce vernacular schools in the four districts of Hoshangabad, Saugor, Narsinghpur and Jubbulpore, and for this purpose a sum of Rs. 12,000 was sanctioned. The grant was afterwards increased to Rs. 35,000, and the scheme was extended to all the districts of the Saugor and Jubbulpore divisions. It consisted of the establishment of a school at the head-quarters of every tahsil and the formation of halkabandi or village schools to be supported by voluntary contributions. It was understood that at the time of the settlement these so-called voluntary contributions would take the form of the one per cent. cess on the land rental as described above. Since the land revenue in the Central Provinces is very small in proportion to the area, the cess, shortly after the formation of the Central Provinces' Administration; was raised to two per cent. of the rental. Even this sum is too small for rural education, and everywhere primary education has to be assisted by grants from the provincial revenues. To assist the inspector in his educational duties pergunnah visitors were appointed. They were of three grades. They were subsequently, by order of the Court of Directors, styled deputy and sub-deputy inspectors. The tahsili schools were organised, but the halkabandi system was only fully introduced in Hoshangabad and parts of Narsinghpur and Betul, where the landowners paid their school subscriptions or voluntary cess along with the land revenue. In these districts the schoolmasters were better and more regularly paid than elsewhere, and consequently their schools were in better order. Before the newly established educational system had time to crystallize, the mutiny of 1857 occurred. The disturbances affected peculiarly all the outlying schools in the remoter districts. The pupils in the Saugor high school decreased from 400 in January 1856 to 150 in December 1857. But except for one month the school-work never entirely ceased, though the school-house, mentioned above, occupying a commanding site, was taken possession of by the military, and the school had to assemble in its former unhealthy quarters. When the city of Saugor was menaced by the large bands of predatory Bundelas, the European residents and the troops retired to the fort. The European masters still daily attended the school and went to the fort at night. Many were the scares: parents crying—"the Bundelas have come," sometimes made a rush into the school and carried off the children. Not a single boy educated in the English department of the school took any part against us in the mutiny of 1857. The lithographic press belonging to the school was turned to profitable account. Eighty thousand notes, valued at Rs. 1,70,000 were issued in the latter part of 1857, and these notes, when the garrison was relieved by Sir Hugh Rose in 1858 were "in greater request than company's rupees." The profit arising from lithographing these notes went to form a fund for the benefit of the Saugor school. After the disturbances of 1857 village schools were reopened, and on the 30th April 1862, there were 959 vernacular schools attended by 13,444 scholars. These statistics, however, are not trustworthy. No less than 612 of the schools, attended by about 10 boys apiece, or 6,160 scholars in all, were indigenous schools, and 323 were village schools. The number of schools and scholars was exaggerated, "owing perhaps," as remarked by Sir Richard Temple, "to the want of a real living control; the time of the deputy inspectors was so taken up with elaborate returns that they had little leisure to verify the statistical information sent monthly, and trusted very much to the reports of schoolmasters, or to their own low-paid sub-deputy inspectors." Such, briefly, was the state of eduation up to May 1862, the Central Provinces having been formed in November 1861 into the present Chief Commissionership. There was a system of State education in the Saugor and Nerbudda territories imperfectly adopted after the mode of the North-Western Provinces, and inferior to the system existing in the North-West. In the districts of the late Nagpur Provinces there had been no State education at all. In Sambalpur and its dependencies existed only one school for general education; in short more than half of the Central Provinces were without education at all, and the remainder possessed an incomplete system only. The people, as remarked by Sir Richard Temple, were thoroughly uneducated. In no part of British India could there be found a population of less education. There were no places of Native learning and no learned classes. There was not "one indigenous school to fifty villages." Several men who had established schools were sepoys discharged from the army of the Rajah on its reduction in 1854-55. One tutor to

a young zemindar was a retired tailor. There were no educated youths anywhere; the majority of official appointments were held by foreigners, that is by Natives of other parts of India, who in the lower grades were men of deficient education. Marathi schools and Marathi learning had fallen into disrepute.

SECTION II.

1.—STATEMENT OF THE PROGRESS OF EDUCATION IN THE CENTRAL PROVINCES, FROM THE FORMATION OF THE EDUCATIONAL DEPARTMENT TO 1871.

Education in the Central Provinces from the formation of the Educational Department to 1871.

12. The administration of the Central Provinces was constituted on the 2nd November 1861. The Educational Department commenced work in 1862. A Director of Public Instruction was appointed to control the whole department. Subsequently his title was changed at the instance of Sir G. Campbell to that of Inspector General of Education, his functions remaining the same as before. The change in title was intended to show that the Inspector General of Education in the Central Provinces merely inspects, but does not direct or control vernacular schools. Indeed Sir George Campbell said there had been too much "direction." The head-quarters of the Inspector General are at Nagpur, and he acts in direct communication with the Chief Commissioner. For educational purposes the whole country was divided into three circles—the northern, comprising the Saugor and Nerbudda territories, Nimar taking the place of Lalitpur, which still belongs to the North-Western Provinces, with head-quarters at Jubbulpore; the southern, comprising the districts of the Nagpur Provinces, to which four other districts were subsequently added; the eastern comprising Chhattisgarh and the district of Sambalpur with head-quarters at Raipur. An inspector was appointed to each circle. Under the inspection of the officers thus constituted, the direct administrative control of all Government schools, with certain exceptions, and the inspection of all indigenous schools which might agree to be inspected by Government, were entrusted to the ordinary civil authorities, that is, to the district officers, or Deputy Commissioners as they are called, and under them to the officers termed tahsildars, in charge of sub-divisions. The exceptions above mentioned were colleges, Normal or training schools, high schools and superior middle schools at the head-quarters of each district. All these schools were placed under the direct administration of the Inspector General of Education and his circle inspectors. Book depôts were also managed by the Education Department. In order to assist the civil authorities in the performance of their educational duties, there was appointed in each district an educational Native officer termed district inspector, who was subordinate to the civil authority (Deputy Commissioner), and inspected all schools within his district. Elaborate instructions were issued to tahsildars respecting their educational duties. They were advised that the Chief Commissioner did not propose to supersede private education or private exertion by the establishment of the village schools, but merely to establish model schools in central situations, and in order to establish such schools, to utilise, as far as possible, existing schools and schoolmasters. To give the inhabitants of any village a greater hold upon the schoolmaster, they were to be invited to visit the school and to record their remarks in a book kept for the purpose. This is really the origin of school committees. Grants-in-aid were given as required by the Despatch of 1854 to all efficient Anglo-vernacular and vernacular schools. The Anglican Church mission schools at Jubbulpore and the Free Church mission schools at Nagpore, Chhindwara, Kamptee, and the Catholic schools, on their organization, received grants. No Government schools were founded either

in 1861-62 or at any subsequent time, in any district where there existed a sufficient number of institutions capable with assistance from the State of supplying "the local demand for education." Scholarships were founded, training schools were established; at first ten were opened, there are still four, and every effort was made to improve the existing indigenous schools, and to induce persons of wealth and influence to found private schools. Indeed the main principles of public instruction, and the path along which progress was to advance, were so clearly defined by Sir Richard Temple, the first Chief Commissioner, that mistake was impossible. He says:—

> "The first great principle is, that educational administration in the interior, so far as the State may be concerned, is in the hands of the ordinary civil authorities. The Commissioners, the Deputy Commissioners and their assistants, are as much responsible for the various Government schools, great and small (with certain specified exceptions) in their respective charges, as they are for the courts, the jails, the dispensaries and the district roads. They are as much bound to explain to the people the benefits of education, as they are to explain the principles of fiscal management or of arboriculture, or of material improvements or of any other part of the public policy. Subordinate to these authorities the most important executive machinery consists of tahsildars. To these latter functionaries the above remarks particularly apply, and upon them will the spread of education among the mass of the population mainly depend. But besides the ordinary civil machinery, the Deputy Commissioners have a special educational establishment allowed to them, consisting of a well-paid district inspector. At the close of each year the Chief Commissioner will review not only the state of education but the special services, merits or demerits of the civil officers in connection therewith.
>
> * * * * "The second main principle is that the Educational Department is essentially one—first of control; second of inspection; third of supply; and fourth of special administration. In its functions of control it receives all reports and presents them together with the conclusions deducible therefrom for the consideration of the Chief Commissioner, and it is the channel through which all instructions issue. In its functions of inspection it stands in respect of schools towards the civil authority in precisely the same relation as the Inspector of Prisons stands towards Magistrates in respect of jails. The educational officer inspects all schools, whether Government or aided or private schools under inspection. In its functions of supply, the educational department establishes book depôts, and furnishes trained inspectors and trained schoolmasters. The third great principle is the due combination of support rendered by the State and support rendered by the people. The State supplies a superior machinery, partly for administration in the higher branch of education, chiefly for inspection. It supports directly training schools and central schools. It gives grants-in-aid, it builds some school-houses and contributes to the cost of others. The State realises an educational cess for the support of rural schools, and exerts its legitimate influence in inducing all classes of the community to educate their children. Efforts are made to induce all large landholders to maintain schools for the children of their tenants and dependents, all large bankers to form committees and to found institutions. Everywhere subscriptions are set on foot for the cost of school-houses. All existing indigenous schools are fostered. It is the pride and aim of every district officer to exercise a commanding influence on all educational matters, his objects being to enlist the sympathy of the people in a widespread voluntary system."

Such was the system. For its support there were funds derived from four sources: *first*, the annual State grant; *second*, the cess levied at first at the rate of one per cent. on the land revenue; *third*, voluntary private subscriptions and contributions; *fourth*, fees levied for the instruction of the children. Previous to 1862 the educational grant for the Saugor and the Nerbudda territories amounted to Rs. 48,000 annually, the Sambalpur school cost Rs. 2,000 a year, so the total educational expenditure amounted to about Rs. 50,000 per annum. This expenditure rose to a lakh when the Nagpur Province was first brought under a system of State education in 1862.

The one per cent cess above mentioned, subsequently made a two per cent. cess, is levied by agreements made with the landholders at the assessment of the land revenue, the percentage being deducted from the total gross receipts before the Government demand is fixed. Thus it is half paid by the State and half by the peasantry. The third source of income, consisting of voluntary subscriptions, fluctuates considerably. Fees are systematically realised in all schools, but in 1862-63 they only realised Rs. 2,500. The following table will show what

progress was made during the first year of the operations of the educational department, namely, in 1862-63 :—

Description of schools.	Northern Circle (Saugor and Nerbudda).		Southern (Circle Nagpur).		Eastern Circle (Chhattisgarh).		Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
High schools	1	272	...	...	...	...	1	272
Normal schools	4	107	3	51	2	32	9	190
District or zila schools	2	280	4	456	2	227	8	963
Adied schools	3	456	4	607	...	...	7	1,063
Town schools	25	1,681	37	1,541	9	368	71	3,590
Village schools	349	6,816	22	411	7	237	338	7,464
Indigenous schools under inspection.	[1]525	4,475	[1]210	3,336	...	...	735	7,811
Total	869	14,087	280	6,402	20	864	1,169	21,353
Book Depôts	1	...	1	...	1	...	3	...

School committees.

13. Such was the educational scheme. To make it popular, and to secure the co-operation of the people and of philanthropists, grant-in-aid rules were formulated and sanctioned. These rules will be found in the Appendix. They provided fixed grants for high and middle schools, and their primary branches, when conducted by recognised societies, and result grants for indigenous schools. To assist in the inspection of these schools, committees were nominated for every Government school in the provinces. The rules for their guidance appear in the Appendix. These committees acquainted the administration with the wants and wishes of the people. They assisted, and to a certain extent controlled, the masters, collected pupils, settled disputes, gave prizes, often provided school furniture, and repaired or assisted in the repair of school-houses. At times of inspection they were generally present, and very quaint were their remarks. Some of the generally admirable Marathi series of text-books contain lessons on various animals. One committee member said :—"I don't want my son taught horse, dog, cow, cat; I want him to learn something really useful." In spite of this adverse criticism, so popular are the text-books introduced, that most of the vernacular text-books have been adopted by indigenous schools, and the English text-books by many aided schools.

Branch schools.

14. Branch schools were established in connection with high and middle schools, and the masters of middle schools supervised branch schools, and even in some cases inspected indigenous schools, and assisted in their examination. This enabled zila inspectors to devote most of their time to rural schools, and made each school a centre of light for the town in which it was situated.

[1] The statistics are very much exaggerated. The returns are the most correct that could be obtained at the time. But formerly, "once a school always a school," and schools that had ceased to exist still appeared in the returns whilst private pupils were often entered as forming a school.

School Manual, curricula and text-books.

15. A Manual was written for the guidance of schoolmasters, curricula were fixed, printed and suspended in all schools. A geography of the Central Provinces was written and a large map of the Central Provinces was prepared, the names of places being given in the vernacular. This map was supplied to all schools, as also were maps of Asia, India and the world as the schools progressed. Furniture was provided by degrees.

The court language changed from Urdu to those spoken commonly by the people, and primary schools opened for instruction through those languages.

16. The languages of the people were made the languages of the courts. In the Nerbudda valley, the uplands of the Satpuras and in Chhattisgarh, Hindi or Urdu[1] was the court language; in the southern districts the court language was Marathi; and in Sambalpur it was Uriya. As already mentioned, Normal schools, were opened, in which instruction was given in the prevailing vernacular of the group of districts for which masters were trained. Primary schools for instruction in these, the principal languages of the Central Provinces, were opened. Other schools were opened for large classes of the people using languages not common to the majority of the people. Thus Guzerathi schools were opened in Burhanpur, Urdu schools where there was a large Muhammadan population, and Telugu schools for the south of Chanda and Sironcha.

A certificate of educational proficiency required from certain officers.

17. All candidates, except menial servants, for official appointments in offices not having a special test of their own, were required to produce certificates of proficiency.

The education of adults.

18. The following orders were issued regarding adult classes for men unable to attend day schools.

I.—That registers of admission and attendance after the prescribed form be kept.

II.—That the name of no person not 18 years of age be borne on the register either of admission or attendance, but that lads attending day schools may attend at night schools, if they choose to avail themselves of the opportunity afforded for preparing their next day's lessons. The names of such boys not being borne on the registers will not appear in the returns.

III.—That rewards or grants under the payment by result system shall be given to the masters who keep these schools, but that no payment shall be made for any adult who has not attended school for the three months preceding the date of examination.

IV.—That on admission it shall be noted whether each man can read and write and cipher, and that grants or rewards shall only be given for those—

(1), who could read on admission, but could not write or cipher, in respect to writing and ciphering?

(2), who could read and write but not cipher, in respect to ciphering;

(3), who could not read, nor write, nor cipher on admission, in respect to all these branches.

A Normal school for mistresses, scholarships, book depôts, and free rules.

19. A Normal school for mistresses was established, scholarships, were provided, book depôts established, fee rules were prescribed. They are shown in the Appendix.

The Nagpur Museum.

20. A museum was opened with a public library, small indeed, from which any respectable householder may take a book.

[1] In 1881 a circular was issued directing, for the seven districts in which Urdu was the court language, that all petitions may be presented in the Nágri character and the Hindi language, that all copies of decrees, orders, judgments and proceedings be given in Hindi, unless the applicant ask for them in Urdu, and that no person shall hereafter be appointed to any judicial appointment unless he can read and write Nagri fluently.

21. A newspaper for circulation amongst schoolmasters was printed in three different languages. It is sent monthly to all schools.

The school newspaper.

22. Such is a brief epitome of the scheme of education and its development in the Central Provinces from 1862 to 1871. The effects of this scheme may be thus tabulated :—

Effects of the scheme of which an epitome has been given.

Table contrasting schools and students at the close of 1861-62 and 1870-71.

		1861-62.		1870-71.	
		Schools.	Scholars.	Schools.	Scholars.
SECONDARY EDUCATION.					
High schools English for boys	Government	1	271	2	284
	Aided	...	...	2	513
Middle „ „ for boys	Government	...	...	44	5,063
	Aided	...	...	8	898
	Unaided	3	775	...	...
„ „ „ for girls	Aided	...	...	1	139
PRIMARY EDUCATION.					
Primary schools for girls, English	Unaided	1	8	...	...
„ for boys, Vernacular	Government	360	7,530	658	36,910
	Aided	...	...	422	20,762
	Unaided	820	9,218	650	13,907
„ for girls, Vernacular	Government	...	...	137	4,494
	Aided	...	...	1	30
	Unaided	1	26	2	58
Adult schools	Aided	...	...	16	238
Normal schools for Masters		1	4	4	183
„ „ for Mistresses		...	...	3	59
	Total	1,187	17,827	1,950	83,538

The figures for 1861-62 are only approximately correct. The middle schools, English, of 1871 contain also primary English departments, and high schools contain both high and middle and primary departments. It would be useless to contrast the expenditure of 1870-71 with that of 1861-62, for the expenditure in 1861-62, except for the Saugor and Nerbudda territories, is not known in detail. It will be noticed that each school in 1862 contained only 15 boys a school, whereas in 1871 each school contained more than 42 boys. The statistics for vernacular unaided, that is, for indigenous schools, cannot be relied upon until 1863-64. The inaccuracy of the indigenous school returns was mentioned in the report of the Director of Public Instruction for the year 1863-64, and was assented to by Sir Richard Temple in his review of that report.

2.—STATEMENT OF THE PROGRESS OF EDUCATION DURING THE PERIOD FROM THE 1ST APRIL 1871 TO THE 31ST MARCH 1881.

Comparison of the statistics of elementary instruction for 1870-71 and 1880-81.

23. The comparative statement of schools and scholars for 1871 and 1881 is as follows :—

A comparative Statement of Schools and Scholars for 1871 and 1881.

	1871.										1881.										Remarks.
	Schools.					Scholars.					Schools.					Scholars.					
		Private.					Private.					Private.					Private.				
	Government.	Aided.	Unaided.	Total.	Grand Total.	Government.	Aided.	Unaided.	Total.	Grand Total.	Government.	Aided.	Unaided.	Total.	Grand Total.	Government.	Aided.	Unaided.	Total.	Grand Total.	
College	2	2	...	2	4	(a) 284	513	...	(a) 513	(a) 797	1	...	1	1	2	58	...	2	2	60	(a.)—Including middle and primary students who cannot be separated in the return for 1870-71 from high school pupils.
High Schools											1	4	...	4	5	96	159	...	159	255	
Middle schools For boys	44	8	...	8	52	5,063	893	...	(b) 898	(b) 5,961	39	11	...	11	50	1,798	465	...	465	2,263	(b.)—Including primary students in the lower departments of this class of schools.
Middle schools For girls	...	1	...	1	1	...	139	...	(b) 139	(b) 139	...	...	...	...	...	...	...	...	...	...	
Primary schools For boys	...	...	...	...	...	...	...	...	...	...	39	16	1	17	56	1,474	1,040	33	1,073	2,547	
English For girls	...	...	...	...	...	...	...	...	...	...	...	7	...	7	7	...	456	...	456	456	
Primary schools For boys	658	422	666	(c) 1,088	(c) 1,746	36,910	20,762	14,145	34,907	(c) 71,817	793	339	91	(c) 430	(c) 1,223	50,000	17,323	3,269	(c) 20,592	(c) 70,592	(c.)—The decrease is entirely in private schools which the people opened by the persuasion of district officers, but would not maintain except under compulsion. In Government primary schools and scholars there has been great increase.
Vernacular For girls	137	1	2	3	140	4,494	30	58	88	4,582	62	10	2	12	74	2,558	325	36	361	2,919	
Normal schools	7	...	...	...	7	242	...	...	...	242	4	...	...	...	4	197	...	...	...	197	
Technical „	...	...	...	...	...	...	...	...	...	...	16	...	...	...	16	262	...	...	...	262	
Total	848	434	668	1,102	1,950	46,993	22,342	14,203	36,545	83,538	955	387	95	482	1,437	56,443	19,768	3,340	23,108	79,551	

Reason for the decrease of primary aided schools between 1871 and 1881.

24. The table given in paragraph 22 shows the great increase that took place in the first decade of popular education in the Central Provinces. The table given above seems to show that during the second decade scholars attending high and middle schools decreased in numbers, and that aided private schools and scholars also decreased during the same period. But in 1870-71 the middle departments of high schools were not separated from the high school departments of the same schools, nor were the primary departments of middle schools separated from the middle departments. The high schools of 1870-71 embrace middle school scholars and primary English scholars, so also the middle schools of the same year embrace both middle school scholars and primary scholars. In the returns for 1881 high schools consist of only two classes, namely, the entrance class and the preparatory entrance class, and middle schools consist only of students who having passed the upper primary examination have entered on their middle school course. There was no real decrease in high and middle scholars during the second decade. The case with regard to private primary schools and scholars is different. There was in the Central Provinces a great and undoubted advance in primary education during the ten years from 1871 to 1881. But this advance is obscured by two events, the collapse of private aided schools in Bhandara during 1873-75, and of the same class of schools in Sambalpur in 1877. The number of Government institutions does not vary much from year to year. There can be no sudden increase and there is rarely a decrease; for, the efforts of officers of the Commission and of educational officers are directed to maintain and improve whatever schools have been once established.

But aided and unaided schools fluctuate considerably, being subject to the caprice and uncertainty that always attend private philanthropic efforts in a backward community. Private schools sometimes spread over a district, owing to a temporary enthusiasm in the cause of education raised by a district officer who evinces especial interest in elementary schools; and they are suddenly closed when the district officer is transferred, and the expenditure is found burdensome and without direct personal advantage.

It must be remembered that the agricultural community of the Central Provinces rarely desire education. Indeed, they ask what is the use of education for their children. They are, as a rule, quite content if their sons learn the multiplication table and sufficient mental arithmetic to manage their simple bazar accounts. The same class of people in England, 40 years ago, had no desire, for, but rather a prejudice against, education. In two years from 1873 to 1875 we lost in Bhandara 63 aided indigenous schools and 2,990 scholars. These schools were opened in 1866-67 and 1867-68. They were chiefly established through the exertions of Captain Newmarch when Deputy Commissioner. The malguzars agreed at first to pay the subscriptions which the Deputy Commissioner thought fair, and which amounted annually to Rs. 9,333. There were 464 subscribers and 86 schools. The schools were admitted to aid under the result rules, and it was hoped that the aid eventually gained would go far to support the schools. In 1871-72 the sum gained was Rs. 1,737. The landowners withdrew their subscriptions. In 1872-73 the subscriptions fell from Rs. 6,401 to Rs. 3,907. In the next year there was a still further decrease, and when they were no longer collected by Government officers, they ceased altogether, and most of the schools were closed. Though the Commissioner of Division wrote in 1869 that the "landholders of Bhandara took a real interest in education which they evinced in a material manner by the support of 80 so-called indigenous schools," yet the schools, though supported, were never really popular. In their most prosperous year, namely, in 1869-70, the average attendance was only 45 per cent. of the average number enrolled; in the next year it fell to 43 per cent. and in 1872-73 to 30 per cent.

In Sambalpur the loss of primary aided schools and scholars was brought about by causes similar to those that closed so many schools in Bhandara. The Sambalpur schools were aided by fixed grants, in Bhandara by the payment by result system. In Sambalpur on the 21st March 1879 no less than 288 primary

aided boys' schools containing 10,788 scholars were closed. The district had long been remarkable for the large sums raised by subscription in support of primary schools. At the close of 1875-76 there were 246 aided schools having 12,257 pupils. The sum subscribed for their support was more than Rs. 18,000 annually. The primary school system had been introduced into Sambalpur by Colonel Cumberlege between 1864 and 1866. In 1862 there were only two schools and 91 pupils. The district was not free from disturbances caused by the Khonds, instigated by Surandra Sai, a relative of Narain Singh, the last Raja of Sambalpur. As the Central Provinces were then far behind other parts of India, so Sambalpur was less advanced than other districts in the Central Provinces. By the advice of Colonel Cumberlege the sums subscribed for schools were arranged on a basis of property, so that they might not fall unequally on subscribers. The people being entirely agricultural, their holdings were taken as a measure of their wealth and of the sum to be subscribed. Each gountia (landholder) and each villager in a circle of villages attached to a school agreed to pay a small sum in proportion to their "kutts" or shares where such existed. In those portions of the district where the land was not divided into "kutts," gountias received subscriptions according to the means of individuals. A statement was circulated showing what sum each subscriber was to pay. When the officers who commenced this system and interested themselves in its success left the district, subscriptions were withheld, and the schools had most of them to be closed. All these facts are well known to the Government of India, and were mentioned in the Central Provinces' Administration Report for 1876-77 and in the Educational Report of the same year. These facts are mentioned here to show how precarious is the system of aided schools in the Central Provinces, and that under any voluntary system the permanent maintenance of rural primary schools is impossible. The aided schools in Bhandara were result-aided schools. They collapsed. Those in Sambalpur each received a grant in proportion to the cost of their maintenance. They too failed. In Bhandara the sums earned by each school went to the landowners to diminish the amount of their subscriptions. They occasionally gave the masters a share of the grant earned. If the masters had received the whole grant, there is no reason to believe that the result would have been different. For, malguzars who neglected to maintain schools, though they received a portion of the grants earned by such schools, would hardly maintain them merely that the schoolmasters might receive increased pay. In Bhandara there were left, at the close of 1874-75, 59 schools with 3,303 scholars. There were, at the close of 1881, in the same district, 54 schools with 3,899 scholars. In Sambalpur there were left, at the close of 1877, only 38 schools with 1,560 scholars. At the close of 1881, there were in Sambalpur, 69 schools with 3,266 scholars. In both cases there has been recovery. Strictly speaking, in any comparison between the school statistics of 1871 with those of 1881, the two districts of Bhandara and Sambalpur should be omitted so that the advance in the remaining 16 districts of the Central Provinces may be gauged. If this be done, then scholars increased in ten years from 60,407 to 72,386 or by 11,979, that is, by 19 per cent. This is shown in the statement over-leaf.

Further remarks on the decrease of aided primary schools, and on the improvement of primary education, as shown especially by increased average attendance and by the improvement of Government schools.

25. If the statistics of the two exceptional districts be not omitted, then in the ten years under review there was a loss of 513 schools and 3,985 scholars. In 16 districts we have thus gained 11,979 scholars, and in two districts we have lost 15,964 scholars. There are other districts besides those of Bhandara and Sambalpur that show a decrease in the number of private schools. The decrease in Chanda, Balaghat and Bilaspur occurred some years ago, and was caused by the impossibility of collecting subscriptions. In other districts, except for one year only in Raipur, the decrease is nominal; for no account is now kept of schools not under regular inspection; but the improvement of all schools is clearly shown by the increased average daily attendance. In 1871 it was

See note to Rule 1 circulated with extract from the proceedings of the Government of India No. 1—2-16 of the 8th January 1879.

Comparative Statement of all Schools and Scholars in the Central Provinces for the official year 1870-71 and 1880-81.

	Schools.						Scholars.						Remarks.
	Government.		Private.		Total.		Government.		Private.		Total.		
	1871.	1881.	1871.	1881.	1871.	1881.	1871.	1881.	1871.	1881.	1871.	1881.	
Nagpur	80	91	59	108	139	199	4,753	5,056	3,067	5,640	7,820	10,696	
Bhandara	34	51	89	3*a*	123	54	3,548	3,805	4,681	94	8,229	3,899	
Chhindwara	26	31	6	5	32	36	1,248	1,617	164	132	1,412	1,749	
Wardha	53	71	5	*b*	58	71	2,922	3,685	72	...	2,994	3,685	
Chanda	76	59	22	6*c*	98	65	3,836	3,490	251	180	4,087	3,670	
Balaghat	15	35*d*	13	*c*	28	35	855	2,033	446	...	1,301	2,033	
Betul	29	25	17	1*b*	46	26	1,716	1,479	162	34	1,878	1,513	
Seoni	44	33*d*	59	*b*	103	33	2,119	1,786	1,044	...	3,163	1,786	
Damoh	44	42	26	10*b*	70	52	2,095	2,106	665	314	2,760	2,420	
Hoshangabad	79	85	43	3*b*	122	88	3,051	3,694	517	84	3,568	3,788	
Jubbulpore	80	84	46	58	126	142	3,662	5,493	1,315	2,793	4,977	8,291	
Mandla	15	18	22	12*b*	37	30	887	874	90	75	977	949	
Narsingpur	48	71	62	18*b*	110	89	2,659	3,895	1,144	439	3,803	4,334	
Saugor	74	69	21	19	95	88	3,937	4,432	379	823	4,316	5,255	
Nimar	20	54	76	34*b*	96	88	1,287	2,983	1,867	988	3,154	3,971	
Bilaspur	58	38	52	25 *c*	90	63	3,034	3,007	1,217	1,195	4,251	4,202	
Raipur	63	63	237	146	300	209	3,610	5,137	6,336	8,917	9,946	14,054	
Sambalpur	30	35	247	34*a*	277	69	1,774	1,866	13,126	1,400	14,900	3,266	
Total	848	955	1,102	482	1,950	1,437	46,993	56,443	36,543	23,108	83,536*f*	79,551	
Total omitting Bhandara and Sambalpur	784	869	766	445	1,550	1,314	41,671	50,772	18,736	21,614	60,407	72,386	

a.—See para. 24.

b.—Private schools not under inspection are omitted, *vide* Resolution $\frac{1}{2-16}$ of the Government of India, dated 6th January 1879.

c.—Many girls' schools were closed, as subscriptions could not be collected, see para. 9 of the Memo.

d.—Owing to an alteration of boundary, schools have been transferred to Balaghat.

e.—Some private schools could not be maintained owing to failure of subscriptions.

f.—So in the original, if compared with Statement para. 23, there is a difference of two scholars.

only 53,247 in 1,950 schools, including 83,536 scholars, and in 1881 it was 53,600 in 1,437 schools with 79,551 scholars. The unpopularity of the schools that were discontinued from the failure of subscriptions is shown by the fact that the discontinuance of so many schools has not lost a single scholar in average attendance. If Government schools be alone considered, they increased during the ten years under consideration from 848 to 955, and scholars from 46,993 to 56,443. Or if it be required to ascertain the increase of Government primary schools during the decade, then they increased from 795 to 894, and scholars from 41,404 to 54,032. It is therefore quite evident that the efforts of the administration to maintain and foster primary Government schools have been on the whole successful, and that primary aided schools have merely decreased in those districts where they could only have been maintained by compulsion.

Alteration in educational expenditure between 1871 and 1881.

26. The alterations that have taken place in educational expenditure during the ten years the educational department has been controlled by the local administration is shown in the statement over-leaf.

Decrease of expenditure on secondary education, and increase of expenditure on primary education.

27. Therefore, while expenditure on secondary education decreased from Rs. 1,58,490 to Rs. 1,04,110, or by 34 per cent., expenditure on primary education increased by Rs. 39,214 or by 15 per cent. Some of the increase of expenditure on primary schools is unreal; for, in 1870-71, primary Government English schools were massed with middle schools, and some aided English school statistics were also massed with aided middle and high schools. But after allowing for this, still the expenditure on primary schools during the decade increased, especially in Government vernacular primary schools.

Reason for the increased cost of direction and inspection.

28. The increased cost of direction and inspection is owing to the operation of the graded scheme. In 1870-71 the pay of the Director of Public Instruction and of circle inspectors was increased.

How far the objects of the several Despatches from the Secretary of State have been attained.

29. The objects which the local administration have kept constantly in view, have been, as set forth in the Despatch of 1854, "the improvement and far wider extension of education, both English and vernacular." To effect these objects the educational department of the Central Provinces has been created; a college has been founded; Normal schools have been established; middle schools have been opened; special attention has been paid to vernacular schools for elementary education, including the indigenous schools that existed before the commencement of the department, or that have been created since its formation; and grants-in-aid have been freely bestowed, by which the efforts of private individuals, and of the local community have been stimulated and encouraged. In addition to the creation of a special department of public education, officers of the Commission have been intrusted with the spread and control of vernacular schools. To their efforts, the real advance made in primary education is mainly due. The Native community have been associated with district officers, and with officers of the educational department in their work. The wants and wishes of the Native community have, so far as consistent with the advancement of education, been considered. To every Government school, committees of Native gentlemen have been nominated. They fix the hours of assembly, the local holidays to be given, and the fees to be paid in rural schools. In every Government school in the Central Provinces there is a school committee book, in which members record their visits, opinions and desires. Their recommendations are always considered. Should they not be adopted, committees are informed of the reasons that prevented the acquiescence of the educational department, or of the district officer. The education of girls has not been neglected, and though much progress in girl education has not been made, yet the little that has been done, is still in advance of the wishes of the people. There is no society for the spread of education in the Central Provinces, which has not received advice and assistance in their efforts. In every district of the Central Provinces, school buildings, for the most part suitable, have been erected, school furniture, maps and books have been supplied with no niggard hand and

Comparative Statement of expenditure on education in the Central Provinces for 1870-71 and 1880-81.

	1870-71.							1880-81.						
	Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.
	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education — Arts Colleges — Government	...	...	...	...	...	...	...	11,078	...	...	900	...	..	11,978
University education — Arts Colleges — Unaided	...	...	...	...	...	...	...	...	...	...	175	...	1,000	1,175
Secondary education — English & High and Middle schools for boys — Government	84,297	1,417	100	7,346*g*	21,094	8,107	1,22,361	48,115	...	...	5,621*g*	6,989	2,319	63,044
Secondary education — English & High and Middle schools for boys — Aided	16,055	...	270	5,063*g*	...	14,741	36,129	12,628	...	...	3,662*g*	2,774	8,849	27,913
Primary Schools.														
Primary education — For boys English — Government	...	...	...	...	...	...	...	10,236	...	...	3,372	3,104	682	17,394
Primary education — For boys English — Aided	...	...	...	...	...	...	...	7,267	...	373	2,990	1,199	9,363	21,192
Primary education — For boys English — Unaided	...	...	...	...	...	...	...	...	...	...	24	..	489	513
Primary education — For boys Vernacular — Government	23,006	92,419	...	1,957	16,640	13,220	1,47,242	40,134	1,11,239	...	12,773	13,810	3,675	1,81,631
Primary education — For boys Vernacular — Aided	20,589	1,130	...	1,775	1,523	38,307	63,324	17,995	...	...	1,077	1,289	16,361	36,402
Primary education — For boys Vernacular — Unaided	13	356	...	3,646	...	13,085	17,100	...	...	...	412	..	1,872	2,284
Primary education — For girls, English — Aided	1,200	...	...	115	...	2,705	4,020	4,466	...	...	3,762	...	6,118	14,346
Primary education — For girls, Vernacular — Government	3,232	11,669	...	4	1,218	4,169	20,292	...	12,378	...	...	1,042	309	13,729
Primary education — For girls, Vernacular — Aided	76	...	...	...	...	76	152	946	...	...	2	...	3,319	4,267
Primary education — For girls, Vernacular — Unaided	...	...	...	13	...	416	429	8	...	...	...	...	7	15
Schools for Special or Technical Training.														
Normal Schools for Masters — Government	7,579	8,071	...	...	286	467	16,403	20,981	...	...	...	...	138	21,122
Do. for Mistresses — Government	2,905	2,796	...	...	...	382	6,083	5,520	...	...	...	...	...	5,520
Schools of Carpentry	(*c*)	...	...	...	...	...	...	3,228	...	...	...	125	6	3,359
Patwari schools	(*c*)	...	...	...	...	...	...	...	...	...	452	...	20	472
Other schools	(*d*)	...	...	...	...	...	...	406	...	...	...	...	...	406
Direction	20,400	...	...	...	...	...	20,400	26,464	...	...	...	...	...	26,464
Inspection	57,406	5,096	...	...	...	11	62,513	79,763	...	...	...	...	...	79,763
Scholarships — Colleges	1,167	...	...	...	...	...	1,167	6,829	...	108	...	...	60	6,997
Scholarships — Schools	8,289	4,329	...	...	...	435	13,053	13,496	5,120	...	...	17	61	18,694
Buildings	(*e*)	...	...	...	...	...	...	21,102	3,235	...	...	3,214	14,454	42,055
Miscellaneous	(*h*)	...	...	...	...	...	...	716	...	...	...	...	29,355	30,065*f*
Total	2,46,214	1,27,283	370	19,919	40,761	96,121*a*	5,30,668	3,30,595	1,31,962	481	35,822	33,543	98,457*b*	6,30,899

(*a*) The sub-items are :—
(1) Subscriptions from private persons and from Missionary Societies. (2) Town duties. (3) Pandhri. (4) School garden, very trifling, Rs. 15 only.
(*b*) In 1880-81 the expenditure from other sources is almost entirely from subscriptions from private persons and Missionary Societies, and Rs. 29,355 are from the receipts on account of book sales.
(*c*) Recently established.
(*d*) There were 16 adult schools in the Nimar district in 1870-71. As no grant was allowed from Government, no expenditure is shown against these schools.
(*e*) As the expenditure on school buildings has once been included in school expenditure, it is not shown separately. The sum actually spent was Rs. 62,265, of which only Rs. 36,578 were spent on Government buildings.
(*f*) This includes book depôt expenditure and expenditure for the encouragement of Vernacular literature. Such expenditure was not shown in the returns of 1870-71.
(*g*) There has been no real decrease in fee collections. The returns for 1870-71 for high and middle schools include also fees collected in the primary departments of these schools.
(*h*) In 1870-71 book sale receipts were not entered in the public accounts. The value of the books sold was Rs. 29,209 and the cost of those bought was Rs. 19,915.

whenever practicable. All this has been done in a way that has for the most part tended not to supersede, but to encourage private exertion. To the districts that subscribed the most, the largest sums have, as a rule, been given for school buildings, appliances and gymnasia. To keep the administration conversant with the progress of education and the needs of schools, each circle inspector, when he has completed his tour in any district, reports, not merely to the Inspector General of Education, but to the Deputy Commissioner, who is responsible for the state of his district schools, and this report, after the local officer has passed the requisite orders, is forwarded to the Commissioner of Division, and by him to the Inspector General of Education. Any defects in the system or manner of inspection can be mentioned by the Deputy Commissioner, and brought to the notice of the Commissioner. What has been done, is partly shown by the history and statistics of education that have already been given, and will be still further illustrated by the description that follows of the state of education in 1882. Not only has the education of the people of the country received the attention that funds permitted, but the education of the poorer classes of Europeans and Eurasians has not been neglected, and there does not exist in the Central Provinces a single town, excepting Saugor, where there are 12 European or Eurasian children of a school-going age, in which especial schools for their instruction do not exist. It is not pretended that education has been placed within the reach of all classes of the community. There are, as it will be seen, some tracts of sparsely populated country without schools, and in which, from the want of funds, it is difficult to establish schools. If they were opened, it would be still more difficult to fill them with scholars, both on account of the small population of each village, and of the indifference of the people to education. The want of money has not been caused by lavish expenditure: for the funds set aside for education have been economically administered. Secondary education has not been fostered to the neglect of primary education. The efforts of private individuals and societies have been everywhere acknowledged and assisted. College education indeed, owing to the want of funds, has been starved, and there is no fully equipped college for the eleven and a half millions of people who live in the Central Provinces add adjoining feudatory states.

Sections of the Native community that attend school.

30. All sections of the Native community attend schools in the Central Provinces, except the very poor and low caste Dhers and Mahars, Mehtars, Gandas, &c. For Mahars, especial schools have sometimes been opened, but they rarely last long. The teacher generally is a Muhammadan, as Brahmans and others of the better castes amongst the Hindus object to be appointed to teach Mahar boys. After a time the low caste boys disappear and their place is taken by Muhammadans. We still have some especial schools for Mahars, as at Hinganghat and Umrer. There is one aided Mahar school in Bhandara. It is a very good primary school and is supported by the Free Church mission. Dhers and other low caste boys also attend village and other schools. These boys often read in the school-house verandah. Masters receive nothing from their hands. Slates, for instance, which have to be examined for the working of arithmetical questions or for composition or dictation are pushed along the ground to and from the master. If the master accidentally touches a boy, the master has to bathe before he is pure. Of course the low caste boys cannot be punished with a cane. Perhaps this is an advantage. The late Dr. Wilson, of Bombay, mentioned that he once went to a village school which was attended by a number of Mahars. He observed near the teacher a heap of small hard balls of clay. He asked what they were for, when the master replied—

> "You know, Sir, that scholars are often inattentive; I cannot touch these low caste boys, and so whenever I see a boy looking off his book, I throw one of these hard pellets at his head."

It is not known where the village school mentioned by Dr. Wilson was, perhaps it was in the Bombay Presidency. Chamars, too, are seldom seen in schools, except in Chhattisgarh. There they are Satnamis, and attend Hindu schools. Some years ago an attempt was made to train Satnami teachers for the Satnami schools. But it was found that the Satnami liked a Hindi teacher as well as, if not better than, a Satnami master. Now no special class is kept for

Satnamis at the Raipur school. If they pass a better examination than Hindu candidates for admission, they are admitted. There is now one Satnami teacher under training at Raipur. The Satnamis want stability of character. The Settlement Officer, Mr. Hewitt, B. C. S., observes that as landholders, their villages are really prosperous. It is this fickleness and want of perseverance that prevent their success as schoolmasters. To Government schools boys of all castes are admitted; no questions are asked, but social prejudices do undoubtedly tend to keep the lower castes from school, and their own poverty and dislike to instruction also keep them away from school. Most of the Dhers are weavers, and their children are employed from their earliest years, that is from six years and upward, in their father's calling.

The orders of the local administration are unmistakable. The educational department "are not to bolster up caste prejudices. In the schools which it plants, pupils of all races and tribes are to be treated as equals. Therefore no obstacles are to be placed in the way of pupils who attend so long as they are clean in their habits and persons. The educational department and district authorities are to give full effect to these orders, directing that all castes and classes should be looked upon and treated in the same manner, and that favour be not shown to certain castes whilst others are discouraged."

There has been no legislation regarding schools in the Central Provinces.

31. There has been no legislation with reference to schools and education in the Central Provinces.

SECTION III.

Situation, extent and physical characteristics of the Central Provinces.

32. The Central Provinces border on Madras, Bengal, the North-Western Provinces, Gwalior, Indore, Bombay, Berar, and Hyderabad. They extend from Dumagudium[1] in Madras on the south, to the Jhansi Commissionership of the North-Western Provinces on the north; from Orissa in the east, to Khandesh in the west. They are in their *extreme* dimensions 384 miles from north to south, and 576 miles from east to west. They embrace an area including the feudatory states of 113,279 square miles, and excluding the feudatories, their area is 84,445 square miles. Thus without the feudatory states, the area of the Central Provinces is nearly equal to that of Great Britain. Little more than one-third is cultivated, and not quite one-half is unculturable barren rock, waste and forest. The provinces contain, without the feudatories, a population of 9,838,791, or of 116·5 persons to the square mile. With the feudatories, the population is 11,548,511, and the number of persons to the square mile is only 101·9. The number of towns and villages is, in the khalsa[2] 34,612 or ·41 to the square mile, and in the khalsa and feudatory states together, the number is 45,854, or ·4 to the square mile. It must be remembered that more than one-half of the villages in the Central Provinces contain less than 200 inhabitants each. There are 1,444 schools, that is, there is one school to every group of 31 villages. If the feudatories be omitted, then there are 1,414 schools, or one school to every group of 24 villages. There are only 52 towns containing more than 5,000 inhabitants, and there are but 16 towns of more than 10,000 inhabitants. The six most populous towns are those of Nagpur, Jubbulpore, Kamptee, Saugor, Burhanpur and Raipur. All these towns except Saugor, and perhaps Burhanpur are increasing yearly in wealth and population. No less than 27,617 villages have less than 200 inhabitants; if these villages be deducted we have but 18,237 villages and towns that are fairly populous. There is a school to every group of 12 such villages.

Physical features of the Central Provinces.

33. Already, at the commencement of this report, the physical features of the provinces have been so far described as to shew that our first schools were established along the

[1] The place of combat between the bird Jatayu and Ravana when carrying off Sita.
[2] Portion under the direct management of the Central Provinces Administration, from the Persian "Khalisa."

pilgrim routes of pious Hindus. The uplands of the Central Provinces are the watersheds of six great rivers, namely, the Jamna, the Ganges, the Nerbudda, the Tapti, the Godaveri and the Mahanadi. These watersheds are spurs from the Vindhyas extending along the north of Saugor, through parts of Damoh, Jubbulpore and Mandla, and the Satpuras.

The Satpura system traverses Betul, Chhindwara, Seoni, Mandla, Balaghat and Bilaspur. The richest portion of the Central Provinces comprises the basins of the Nerbudda, Wardha, Godaveri, Weinganga, Mahanadi, and the middle valley of the Tapti. The upper valley of the Tapti includes some of the wildest part of the Central Provinces, the home of the Kurkus. The least populous parts of the Central Provinces, omitting the feudatories, are Chanda with 60 persons to the square mile, Mandla with 63, and Nimar with 69. The most populous parts of the khalsa of the Central Provinces are Narsinghpur, with 190 to the square mile, Nagpur with 184 to the square mile, and Bhandara and Jubbulpore each with about 175 persons to the square mile. Of the feudatories, the little States of Sakti with 198 to the square mile is the most populous, then follow Sonpur with 197 to the square mile, and Chuikadan and Nandgaon in the Raipur district with 189 and 181 to the square mile. The least populous of all the feudatories is Baster to the extreme south, which contains only 15 persons to the square mile.

Languages of the Central Provinces.

34. The census of 1881 shows the distribution of populations according to language. It records that there are 26 languages and mixed dialects in use in the Central Provinces, not including the dialects spoken in the feudatory states. But many of the languages recorded in the census, such as Bengali, Canarese, Cashmiri, Punjábi, &c., are merely spoken by a few immigrants. The principal languages may be thus classified :—

Aryan	Hindi.	
	Marathi.	
	Urya.	
	Guzarathi.	
	Marwari.	
	Chhattisgarhi.	Dialects of Hindi.
	Nimari.	
	Binjhwali	
Dravidian	Tamil.	
	Telugu.	
	Khond.	
	Gond.	
Kolarian	Kur . .	Spoken by the Kurkus.
	Koli . .	Spoken by some Kols.

The census includes Kur and Koli under the name of Manda. Khondi is spoken chiefly in the Kalahandi feudatory state, and the census statement does not give the vernacular of the population in the feudatory states. In our schools, six vernacular languages are taught, namely, Hindi, Marathi, Urya, Telugu, Tamil and Guzarathi. These are the principal written languages of the Central Provinces. Hindi is spoken by 61 per cent. of the people, Marathi by 20 per cent, and Gondi is the mother-tongue of 10 per cent of the people.

Hindi.

35. In Saugor, Narsingpur, Damoh and Jubbulpore, Hindi is practically the only language spoken, that is from 98 to 99 per cent. of the population speak that language. In Narsinghpur it is spoken with the greatest purity. The Hindi of the cultivating classes in Saugor, Jubbulpore and Damoh is as difficult to be understood by a Hindu from Benares, as Yorkshire by a cockney. In Hoshangabad, along the banks of the Nerbudda, and generally in the plains of the district, Hindi is spoken. But

in the hills it is replaced by Gondi and Kur, called Munda, in the last census returns. Eighty-four per cent. of the whole population of Hoshangabad speak Hindi; ten per cent. Gondi, and three per cent. Munda. Marwari is spoken by the Jats who live to the north of Harda, and Marathi is spoken about Harda and Timurni, once the centres of Maratha administration, and now the residence of a large number of Maratha traders. In Saugor are many Maratha families of repute. Along the road to Seoni from Jubbulpore and nearly all the way to Kamptee, about the towns of Seoni and Mandla, Hindi is spoken to the exclusion of Gondi. At Mandla there are Brahmans, and in Seoni, Muhammadans. In the villages about Mandla and Seoni, Gondi and Hindi are spoken indifferently; the people speak Gondi amongst themselves and Hindi when talking with strangers. About Badnur and Betul, Hindi is spoken; but the country between Bhainsdehi and the plains of Nimar to the south-west, that is, the upper valley of the Tapti, is inhabited by Kurkus and Gonds, the Kurkus predominating. The country from the north of Betul down to the hills within the southern boundary of Hoshangabad is inhabited by Gonds and Kurkus.

Though the principal landholders of this tract are Kurkus, yet Gonds as well as Kurkus inhabit the villages. These Gonds and Kurkus talk Hindi with strangers. Among themselves they talk Kurku and Gondi, the Kurkus before strangers, at least, pretending not to understand Gondi. A Kurku considers himself superior to a Gond.

The principal dialects of Hindi are Nimari spoken in Nimar, and Chhattisgarhi in Raipur and Bilaspur. Chhattisgarhi, mixed with Marathi, extends as far south as Bastar, and without Marathi, as far as Amarkantak in the territory of the Raja of Rewah. In the south of Bilaspur at Nawagarh, purer Hindi is spoken than Chhattisgarhi.

Nimari.

36. Nimari, as its name implies, is spoken in Nimar. In this district also, Bhili and Guzarathi are spoken. The Bhils are said to have migrated from Marwar. In Nimar the Bhils speak now a dialect of Marathi rather than of Hindi. In Berar, too, the Bhils have lost their tribal language and speak an impure Urdu. The Gazetteer says the Bhil language perhaps still lingers amongst the Nehals of Melghat. Nimari is regarded as a dialect of Hindi mixed with Guzarathi words and phrases. The written character of Nimari resembles the Modi of Marathi. The Binjhwals are found in portions of Bilaspur, their language being a dialect of Hindi. The Binjhwalis say they are of mixed origin, and claim descent from Rajputs.

Marathi.

37. Marathi is spoken chiefly in the Nagpur and Wardha districts, in the open country of Bhandara and Chanda. It is also spoken in those part of Betul, Chhindwara and Balaghat that are below the ghâts and in the south-western portion of Nimar. It extends from Wardha on the south, to Multai above the Satpuras in the north; and from the confines of Bhandara on the east to Nimar on the west. At Harda and Timurni in Hoshangabad, as already mentioned, Marathi is spoken. In the zemindaries to the north and east of Wyragarh, Marathi is mixed with Chhattisgarhi, the people often using Hindi words with Marathi affixes. In Nagpur, by the last census, 74 per cent. of the population are returned as having Marathi for their mother-tongue, 65 per cent. in Bhandara, and 79 per cent. in Wardha. For the rest, the mother-tongue of 16 per cent. in Nagpur is Hindi, and of 6 per cent. is Gondi. In Wardha the mother-tongue of 8 per cent is Hindi and 10 per cent. is Gondi.

Telugu.

38. In Chanda, towards the south, Marathi gives way to Telugu. The mother-tongue of 59 per cent. of the population is Marathi, of 8 per cent. is Hindi, of 11 per cent. is Telugu, and of 20 per cent. is Gondi. Towards Bastar, Gondi, Chhattisgarhi, and Marathi are all spoken.

Urya.

39. Urya is spoken in Sambalpur by 75 per cent. of the people, and Hindi by 18 per cent.

Gondi.

40. Gondi is spoken principally in Mandla, Seoni, Chhindwara, Chanda, Balaghat, Bhandara, Wardhae and Hoshangabad. The Gonds live amongst the Hindus, and the men, speak usually the language of the Hindus among whom they live and by whom they are surrounded. In no district is Gondi the mother-tongue of even half the population In Mandla and Seoni, where there are most Gonds, the mother-tongue of 42 and 40 per cent. is Gondi. There are no special schools for Gonds or in which Gondi is taught. Gondi is not a written language. The funds for education, though economically administered, have not enabled us to establish many schools in the more sparsely peopled portions of Mandla, Seoni, Chhindwara, and Chanda. And Gonds residing in the more populous centres either lose their nationality or belong socially to such classes as even among Hindus do not generally attend school.

Thus Mr. C. A. Elliott, in his settlement report for the Hoshangabad district, remarks that the Dhur Gond and Raj Gond of the plains "differ much from the original hill man. The Dhur Gond has become a drudge, and without learning anything has lost his wild independence. The Raj Gond apes Hindu ways, and even outdoes Hindus in the elaboration of some of his ceremonies." So in Seoni, Chhindwara and elsewhere, wherever the Gonds have come into contact with Hindus, they have lost many of their original characteristics. In Seoni, Colonel Thomson writes—"the stolidest old Gond in the field and his still more stolid and eccentric partner, who would under ordinary circumstances if addressed as Gonds answer you with a shake of the head, will, if addressed as Thakur or Thakurani, give you information."

In the khalsa of the Central Provinces, according to the last census, there is a population of 9,838,791; and the mother-tongue of only 967,502, or say 10 per cent. is Gondi and Khond. The Gonds are not collected in any one spot, *but are found throughout* the Central Provinces. The districts in which they are in proportion to the Hindu population most numerous, are Mandla, Seoni, Chhindwara, Chanda, and Betul. The districts in which they are absolutely the most numerous, are Mandla, Seoni, Raipur, Chhindwara, and Bilaspur. In no district do the persons having Gondi or Khond as their mother-tongue exceed 42 per cent. of the population, in four districts such persons number less than one per cent., in five districts less than 10 per cent, and in the remaining nine districts they vary from 10 to 42 per cent. of the population. Persons speaking Gondi as their mother-tongue are scattered throughout the Central Provinces and are in a minority in every district. In some districts they have almost disappeared. The Gonds are rapidly becoming Hindus, adopting the language of the Hindus and their customs. As remarked by Sir A. Lyall in the Berar Gazetteer:—

> "We know that a process of continued change is now going on among the aboriginal races, that they alter their mode of life to suit different conditions of existence, that their languages decay, and that they gradually go over to the dominant Aryan religions."

In the last census, including the feudatories, nearly half a million of Gonds (499,316) were returned as professing Hindus. If half a million Gonds profess themselves Hindus, there must be large numbers of Gonds in every district who have long since been merged into Hindus, calling themselves Gonds, Rajputs, Kshatryas, Thakurs, and so on. The matter may be represented in a different light. There were in the khalsa of the Central Provinces according to the last census, 1,670,244[1] Gonds, and 17,773 Khonds. But less than a million persons returned themselves as speaking Gondi or Khond as their mother-tongue. Thus nearly half the Gonds and Khonds of the Central Provinces no longer regard

[1] Gonds professing to be Hindus by religion 299,623
" " " Kabirpanthis 393
" " " Satnamis 1
" " " Kumbhipathias 56
Gonds professing their ancestral religion 1,298,730
Other Gonds including tribal groups of less than 25,000 71,141

TOTAL . 1,670,244

the language of their ancestors as their mother-tongue. The Gonds do not usually attend schools in the Central Provinces. There were, according to the last returns, 1,007 Gonds at school and 26 Gond or other non-Aryan masters. Hindus of similar position and in remote parts of sparsely peopled districts do not usually attend school. There are not funds to open many additional schools; nor is the inspecting staff sufficiently strong to inspect many additional schools efficiently.

Table showing the percentage of persons speaking the prevailing languages of the Central Provinces.

41. All these facts are shown in the last census returns, from which, for the khalsa only, we have compiled the following table, showing the percentage of the population speaking the principal languages (fractions being omitted):—

	Gondi and Khond.	Hindi.	Marathi.	Telugu.	Munda.	Guzerathi.	Uriya.
Nagpur	6	16	74	1	...	...	...
Bhandara	12	21	65	...	...	...	...
Chanda	20	8	59	11	...	...	...
Wardha	10	8	79	...	...	...	...
Balaghat	21	52	24	...	...	...	...
Jubbulpore	1	98	...	...	...	...	...
Saugor	...	98	...	...	...	...	...
Damoh	...	99	...	...	...	...	...
Seoni	40	55	...	...	...	...	...
Mandla	42	55	...	...	...	...	...
Hoshangabad	10	84	...	...	3	...	...
Narsinghpur	1	98	...	...	...	...	...
Betul	28	37	22	...	10	...	...
Chhindwara	35	42	18	...	2	...	...
Nimar	1	70	19	...	3	4	...
Raipur	2	92	...	...	...	...	4
Bilaspur	...	99	...	...	...	...	...
Sambalpur	...	18	...	...	4	...	75

Percentage of whole Province.

Whole Province	Nearly 10	61	20	1	1	...	5

The Table shows how the Gonds are interspersed with Hindus in nearly every district of the Central Provinces, and how much more numerous they are in the hill districts than in the plains.

The social condition of the people.

42. A short stay in the Central Provinces will convince a stranger of three facts,—that the people are mainly agricultural; that there is a considerable non-Aryan population; and that Hindu dissenters are numerous. By Hindu dissenters we do not mean aboriginal tribes following the religions of their ancestors, but Satnamis, Kabirpanthis, and Kumbhipathias. The Kabirpanthis are a sect from Hindustan. Their founder and deity appeared at Benares in A. D. 1060. The Brahmans called him the weavers' god. His followers are chiefly amongst the weavers. The principal weaving castes of the Central Provinces are the Mahars, Pankas, Koris and Koshtis. They number 115,390 among the 294,474 Kabirpanthi sectaries. Kabir is worshipped as a deity. He is said to have remained on earth from A. D. 1060 to 1472, and has left a succession of representatives. There were to be 44 representatives of Kabir and

then he himself is to appear again. Kabir's vicegerents have hosts of disciples who act as priests, travel over the country and collect alms. The tenets of this sect and the Satnamis have often been described. The Kumbhipathias are less known. They derive their name from "Kumbhi," the bark of the plas (*Butea frondosa*), and pathi, girdle or bandage. They wear this bark round their loins. They are a sect of Gosains, and like Gosains, some are ascetic celibates, while others marry. They do not worship images or respect those of the Hindu pantheon. Their worship consists of prayer and praise to an immaterial being called "Alekh."[1] The sect is few in number and is found chiefly if not entirely in Sambalpur. The celibates of the sect neither wash nor bathe.

Table No. XII of the census report of 1881 gives the total number of agriculturists at 3,788,611; but this excludes females not adding to the income of the family by agricultural labour, and children. If they be added, the total number of the agricultural population in the khalsa is 5,046,206. This statement, though it excludes persons who do not follow agriculture as their principal calling, includes 1,356,622 farm labourers servants and watchmen.

As the total population of the Central Provinces in the khalsa is 9,888,791, it appears that more than 50 per cent. of the population follow agriculture as their principal calling. The percentage is even greater; for, according to the census returns there are 271,698 labourers residing in villages, and it cannot but be that most of these labourers do field work and so are agriculturists. Brahmans are few in number. In the khalsa they only number 332,103, omitting the 78 Brahminical dissenters. Orthodox Satnami and other Chamars are 700,124, or more than double the Brahmans in number; Mahars (319,532) nearly equal the Brahmans, while the Kurmis (716,312) are more than twice as numerous. It might be supposed from these figures that caste prejudices are not strong; but the reverse is the case. The Satnami dissenters (358,161) exceed the Brahmans. The poorer agricultural classes are very much in debt, but not perhaps more so than in other parts of India. The less advanced the district, the more indebted are the poorer classes. The mass of the population are very ignorant. According to the last census, 4,725,563 males and 4,871,998 females were not under instruction and were unable to read and write. There were 76,849 males and 3,171 females returned as being under instruction, and only 157,023 males and 4,187 females as able to read and write. The number of persons engaged in any of the learned professions or in literature and art is exceedingly small, only 9,035, and of these 1,227 are actors. An actor in the Central Provinces is not much of an artist. The whole professional class, including the officers of Government, consists only of 13,607 persons. The population is exceedingly superstitious, and the belief in witchcraft[2] especially in Chanda, and in the Chhattisgarh districts of Raipur, Bilaspur and Sambalpur is nearly universal. There are scarcely any very wealthy classes. The total number of towns of more than 5,000 inhabitants is, in the khalsa, only 48. There are very few persons whose ancestors have received education.

In Oudh and the North-Western Provinces the intellectual condition of the people is very different. There are in those provinces whole classes of the community in whose homes education is as much the fashion as in England, and who would receive home education were Government schools withdrawn. As regards education, the great distinction between the people of the Central Provinces and of the more advanced parts of India is that there are no classes amongst whom education has descended from father to son. Even amongst the rich, ignorance is not considered discreditable. The educational department has not been in operation for 20 years. It will be seen from the statistics given above, that the number of persons who can read and write is not half as numerous as the Brahmans, among whom education ought to be hereditary. The people though they are indebted, and though they have amongst them very few wealthy persons, are, on the whole, it is believed, richer than the agricultural peasantry of Oudh, the North-Western Provinces or Bombay. The writer of this report saw in Oudh

[1] The unimaged or undelineated one.
[2] The people say of a certain able Police Officer, "Jadu bhi nahin chalta"—"even magic is powerless."

a woman and a bullock yoked together and drawing water from a well, the husband driving. Such a sight would be impossible in the Central Provinces. The most powerful civilisers in the Central Provinces are roads and railways. As communication increases, the desire for education will no doubt spread. During the last 20 years there has been a very great advance in the education and comfort of the people. The Muhammadans in the Central Provinces are even fewer than the Brahmans. In the khalsa are only 275,773 Muhammadans. The Nagpur, Jubbulpore, Saugor, Nimar and Hoshangabad districts contain the largest number of Muhammadans; indeed nearly half of the whole number of Muhammadans in the khalsa all live in these districts. In handicrafts the people are not skilled. The tasar of Bilaspur and Sambalpur, the brass work of Bhandara and Mandla, the wood carving of Nagpur, the stone carving of Chanda, the saris of Nagpur, Bhandara and Umrer, the gold thread and embroidery of Burhanpur, are well known. But the absence of any wealthy educated class has starved even these arts and industries.

General statistics of schools and scholars of the Central Provinces.

43. The schools and scholars of the Central Provinces and the total cost of each scholar may be thus shown as they stood at the close of March 1882:—

			Schools.	Pupils.	Total cost of each pupil.
					₹ a. p.
University Education	Arts College	Government	1	65	186 3 1
		Unaided	1	2	1,000 0 0
Secondary Education	High schools for boys, English	Government	1	149	96 3 8
		Aided	4	172	89 1 9
	Middle schools for boys, English	Government	38	1,952	33 4 5
		Aided	12	527	35 1 1
	Do. for girls, English	Aided	2	14	120 14 7
Primary Education	Primary schools for boys, English	Government	39	1,574	11 10 9
		Aided	15	1,034	17 1 2
		Unaided	2	63	8 1 3
	Do. do. Vernacular	Government	788	51,444	3 10 4
		Aided	335	17,072	2 4 6
		Unaided	83	3,148	0 12 8
	Do. do. girls, English	Aided	5	472	28 14 10
	Do. do. girls, Vernacular	Government	64	2,676	5 2 5
		Aided	12	423	13 7 2
		Unaided	1	18	... ...
Normal schools for Masters		Government	3	171	115 14 6
Do. for Mistresses		do.	1	17	270 1 8
Industrial schools, schools of carpentry		do.	21	333	13 9 2
Patwari schools		do.	3	117	11 1 7
Drawing school		Unaided	1	24	... ...
Other schools for adults		Government	3	51	7 13 6
		Aided	8	291	2 4 9
		Unaided	1	3	... ...
	Total	Government	962	58,549	5 10 0
		Aided	393	20,005	5 8 3
		Unaided	89	3,258	1 3 9
		Grand Total	1,444	81,812	5 7 2

Real total cost of expenditure for each scholar in Government aided and unaided schools.

44. This table, so far as the average total cost of each scholar is shown, cannot be compared with the results of General Form No. 3. For, in the above statement, expenditure on buildings, scholarships, direction, inspection, and the book depôt is neglected. The book depôt is really self-supporting. The expenditure in 1882 was Rs. 31,486, and the receipts Rs. 37,679. Neglecting, then, book depôt expenditure, and dividing the cost of direction and inspection amongst Government aided and unaided schools, the average total cost of each scholar at a Government school was Rs. 7-9-10; at an aided school Rs. 7-13-2; and at an unaided school Rs. 3-4-7. Many of the unaided schools are very indifferent schools. In this calculation the cost of inspection and direction is divided amongst Government, aided, and unaided schools according to their number. If it be divided according to their cost, then the total cost per pupil is Rs. 7-11-10, Rs. 7-11-9, and Rs. 1-8-10 in Government, aided, and unaided schools. If schools for special instruction be omitted, and there are no aided schools of this kind, then in Government schools for general instruction the total cost per scholar is Rs. 5-15-3; in aided schools it is Rs. 7-13-2, and in unaided schools it is Rs. 3-4-7.

Comparative Statement for 1870-71 and 1881-82.

45. The comparative statement for 1870-71 and 1881-82, is as follows:—

			Schools.		Scholars.	
			1870-71.	1881-82.	1870-71.	1881-82.
University Education	Arts College	Government	...	1	...	65
		Unaided	...	1	...	2
Secondary Education	High schools for boys, English	Government	2	1	284	149
		Aided	2	4	513	172
	Middle schools for boys, English	Government	44	38	5,003	1,952
		Aided	8	12	898	527
	Do. for girls, English	Aided	1	2	139	14
Primary Education	Primary schools for boys, English	Government	...	39	...	1,574
		Aided	...	15	..	1,034
		Unaided	...	2	...	63
	Do. do. Vernacular	Government	658	788	36,910	51,444
		Aided	422	335	20,762	17,072
		Unaided	650	83	13,907	3,148
	Do. do. for girls, English	Aided	...	5	...	472
	Do. do. Vernacular	Government	137	64	4,494	2,676
		Aided	1	12	30	423
		Unaided	2	1	58	18
	Normal schools for Masters	Government	4	3	183	171
	Do. do. for Mistresses	do.	3	1	59	17
	Schools of carpentry	do.	...	21	...	333
	Patwari schools	do.	...	3	...	117
	Drawing schools	Unaided	...	1	...	24
	Other schools for adults	Government	...	3	...	51
		Aided	...	8	...	291
		Unaided	16	1	238	3
	Total	Government	848	962	46,993	58,549
		Aided	434	393	22,342	20,005
		Unaided	668	89	14,203	3,258
	GRAND TOTAL		1,950	1,444	83,538	81,812

Statistics explained.

46. There has been no real decrease in the number of scholars attending Government or aided high schools. For in 1870-71 the high school returns embraced scholars in all departments. Now high schools only contain two classes, namely, the entrance class and the class below. There is, however, one Government high school less that before. The high school at Chanda was closed, as nearly all the boys left when some low caste scholars were admitted. It was not thought advisable to reopen the high school, the two aided high schools at Nagpur being sufficient for the wants of the Marathi-speaking districts of the Central Provinces. So also primary schools for boys, English, have not really increased. In 1870-71 these schools were included in the returns for high and middle schools. The reasons for the decreases of primary aided vernacular schools are given at length in para. 24 of this report. There are two points in the above statistics that are especially favourable; namely, the gradual improvement of unaided vernacular schools, by which they are raised,

to the status of aided schools, and the increased number of scholars at each school. In 1871 there were in round numbers only 42 pupils per school, now there are 56.

Average attendance in 1870-71 compared with that of 1881-82

47. The average attendance has also greatly improved as may be thus shown:

	Scholars.		Average attendance.	
	1870-71	1881-82.	1870-71.	1881-82.
Government	46 993	58,549	29,068	41,271
Aided	22,342	20,005	16,363	13,679
Unaided	14,203	3,258	7,816	2,063
TOTAL	83,538	81,812	53,247	57,013

Expenditure on schools in 1881-82.

48. The expenditure on schools may be thus shown:

		Total Expenditure.	Receipts from local sources			Net Expenditure debitable to Provincial Revenues.	Balance in favor of Provincial Revenues.
			Educational Cess.	Other sources.	Total.		
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts College	Government	10,613	...	1,178	1,178	9,435	...
	Unaided	1,000	...	1,000	1,000	.	...
High schools for boys, English	Government	9,623	...	1,093	1,093	8,530	...
	Aided	14,881	...	8,569	8,569	6,312	...
Middle schools for boys, English	Government	57,937	...	14,669	14,669	43,268	...
	Aided	18 130	...	10,329	10,329	7,801	...
Ditto ditto for girls, English	Aided	1,330	...	815	815	515	...
For boys, English	Government	17,568	...	7,332	7,332	10,236	..
	Aided	17,813	...	12,093	12,083	5,760	...
	Unaided	501	...	455	455	46	...
For boys, Vernacular	Government	186,923	111,566	33,463	145,029	41,894	...
	Aided	39,186	...	20,954	20 954	18,232	...
	Unaided	2,440	...	2,440	2 140	..	...
For girls, English	Aided	13,018	.	9,171	9,171	3,847	...
For girls, Vernacular	Government	13,453	11,963	1,190	13,453	...	...
	Aided	5,742	...	4,275	4,275	1,467	...
	Unaided	...	...	...	...	...	...
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.							
Normal schools for Masters	Government	19,356	...	130	130	19,226	...
Ditto ditto for Mistresses	"	5,132	...	...	.	5,132	...
Schools for Carpentry	"	4,249	...	167	167	4,082	...
Patwari schools	"	1,110	...	1,110	1.110	...	...
Other schools	Government	408	...	408	408		...
	Aided	648	...	144	144	504	...
Direction		26,506	...	...	...	26,506	...
Inspection		77,152	...	...	...	77,152	...
Scholarships	Colleges	7,955	...	108	108	7,847	...
	Schools	19.104	5,317	349	5,666	13,438	...
Buildings		36,077	3,410	16,947	20,357	15,720	..
Miscellaneous		32,245	...	37,679	37,679	...	5,434
TOTAL		6,40,130	1,32,256	1,86,368	3,18,614	3,26,950	...
True net balance debitable to Provincial Revenues		...	...	...	...	...	3,21,516

To make this table agree with General Form 3, column 5a, add Rs. 759 to 3,26,950 They are not added here, as they already appear in the item 32,245. Also from the same deduct 217 shown against unaided schools, column 4e as from other sources, but really from provincial revenues.

Expenditure on school buildings.

49. Besides the expenditure noted in the above table a sum was spent by the Public Works Department on school buildings. The total sum spent on school buildings may be thus shown:—

Expenditure on school buildings from Public Works Department Budget 1881-82.	Amount	Expenditure from Educational Budget 1881-82.	Amount.
	Rs.		Rs.
(A).—Repairs	1,065	(D) —Repairs to Government buildings	22,621
(B) —Minor Works under Rs. 2,000	66	(E).—Minor	
(C).—Larger works above Rs. 2,000	32,891	(F) —Grants-in-aid under Rs. 1,000	94
		(G).—Larger grants above Rs. 1,000	1,500
TOTAL	34,022	TOTAL	24,215

The sum spent this year by the Public Works Department was exceptionally large; Rs. 30,047-4-0 being spent on the purchase of a large building and extensive grounds for the Wards' Institution, Jubbulpore.

Comparative expenditure for 1881 and 1882.

50. The distribution of expenditure in 1881-82 may be thus compared with its distribution in 1870-71:—

		1870-71.										1881-82.									
		Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Other sources.	Total.
University Education.	Arts College . . . Government	...	...	...	...	...	...	...	10,613	...	...	1,179	...	1,400	...	13,192
	Unaided	...	...	...	...	...	...	...	1,000	...	...	...	...	...	...	1,000
Secondary Education.	High schools for boys, English . . . Government	24,176	...	100	1,613	460	241	26,610	9,855	...	...	1,093	...	...	...	10,948
	Aided	6,720	...	...	1,745	...	7,370	15,835	14,881	...	...	1,339	923	5,798	490	24,431
	Middle schools for boys, English . . . Government	60,121	1,417	...	5,733	20,614	7,963	95,751	57,607	...	...	5,092	7,149	2,305	123	72,276
	Aided	2,355	...	...	3,318	...	7,871	29,294	18,130	...	...	2,615	2,512	3,988	1,324	28,569
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Middle schools for girls, English . . . Aided	...	...	...	...	...	...	...	1,330	...	...	416	720	79	206	2,751
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PRIMARY SCHOOLS.																
Primary Education.	For boys, English . . . Government	...	...	...	...	...	...	...	17,568	...	...	3,661	2,926	745	671	25,571
	Aided	...	...	...	...	...	...	...	17,843	...	...	2,958	1,856	7,103	463	30,223
	Unaided	...	...	...	...	...	...	...	501	...	...	25	...	430	321	1,277
	,, ,, Vernacular . . . Government	22,006	62,419	...	1,957	16,640	13,220	1,47,242	1,86,823	1,11,566	...	14,363	14,245	4,537	1,148	3,32,682
	Aided	20,589	1,130	...	1,775	1,523	38,397	63,324	39,186	...	...	2,002	1,662	16,735	1,336	60,921
	Unaided	13	856	...	3,646	...	13,085	17,100	2,446	...	...	147	...	757	...	3,350
	For girls, English . . . Aided	1,200	...	...	115	...	2,705	4,020	13,018	...	...	4,823	130	2,914	1,219	22,104
	,, ,, Vernacular . . . Government	3,232	11,669	...	4	1,218	4,169	20,292	13,453	11,903	...	13	1,320	157	13	26,859
	Aided	76	...	...	...	...	76	152	5,742	...	...	1,835	240	1,835	2,447	12,099
	Unaided	...	...	...	13	...	416	429	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.																
Normal schools for Masters, Government . . .		7,579	8,071	...	...	286	467	16,403	19,356	...	...	...	14	114	3	19,487
Mistresses . . .		2,905	2,736	...	...	...	382	6,023	5,182	...	...	...	10	...	157	5,349
Schools of Carpentry . . .		...	...	...	...	...	...	...	4,249	...	...	815	...	...	295	5,359
Patwari schools . . .		...	...	...	...	...	...	...	1,110	...	...	...	408	...	...	1,518
Other Schools . . .	Government	...	...	...	...	...	...	...	498	...	...	...	144	...	...	642
	Aided	20,400	...	...	...	...	...	20,400	618	...	...	...	...	...	...	618
Direction . . .		57,406	62,513	...	...	...	11	62,513	26,506	...	...	...	...	...	...	26,506
Inspection . . .		1,167	1,167	...	...	...	...	1,167	77,152	...	...	...	...	...	...	77,152
Scholarships at	Colleges	8,289	13,063	...	...	...	485	13,063	7,655	...	106	...	...	...	171a	7,932
	Schools	...	...	...	...	...	...	...	19,104	5,317	...	...	...	...	831	25,252
Buildings . . .		...	...	...	...	...	...	...	36,077	3,410	...	...	...	5,238	9,428	54,153
Miscellaneous . . .		...	...	...	...	...	...	...	32,245	...	...	...	2,281	...	21,450	55,976
TOTAL . . .		2,46,214	1,27,283	370	19,919	40,761	96,121	5,30,668	6,40,190	1,32,256	106	40,546	34,815	53,348	51,565	9,52,826

(a) From Provincial Revenues.

It is not necessary here to repeat the notes given in the table in paragraph 26, though they are as applicable in explaining the difference of expenditure in 1881-82 and 1870-71 as in explanation of such difference between 1880-81 and 1870-71.

Sums disbursed by Government Officers.

51. The sums disbursed by Government Officers may be thus shown.

		Rs.
Direction		26,506
Inspection		77,152
Arts College	Government	10,613
English High schools	Government	9,623
	Aided	7,284
English Middle schools	Government	57,937
	Aided	10,313
Ditto for girls	Aided	635
Primary Schools for boys, English	Government	17,568
	Aided	7,116
	Unaided	46
Ditto for boys and adults, Vernacular	Government	1,87,331
	Aided	19,912
English Primary schools for girls	Aided	3,967
Vernacular Primary schools for girls	Government	13,453
	Aided	1,707
	Unaided.	...
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.		
Normal schools for Masters	Government	19,956
Ditto * for Mistresses	„	5,132
Industrial schools	„	5,359
Scholarships	„	26,778
Encouragement to Vernacular literature	„	759
Book Depôt	„	31,486
Buildings, excluding Public Works' Department expenditure	„	24,215
	TOTAL	5,64,198

* In comparing this table with General Form 3, the expenditure on "Other schools" being schools for adults, must be added in the General Form to the expenditure on primary boys schools to obtain the total expenditure on Vernacular primary schools for boys and adults.

Classification of expenditure.

52. The expenditure may be thus classified:—

	1870-71.		1881-82.	
	Sums disbursed by Government officers.	Percentage of total expenditure.	Sums disbursed by Government officers.	Percentage of total expenditure.
	Rs.		Rs.	
On Direction	20,400	4·53	26,506	4·70
On Inspection	62,513	13·88	77,152	13·67
Training and technical schools	22,486	4·99	29,847	5·29
Arts College	...	...	10,613	1·88
High schools for boys	33,330	7·40	16,857	2·99
Middle „ do.	1,05,086	23·33	68,250	12·10
Middle „ for girls	...	...	635	·11
Primary „ for boys and adults	1,70,853	37·93	2,31,973	41·12
Primary „ for girls	21,568	4·78	19,127	3·39
Scholarships	14,220	3·16	26,778	4·75
Buildings, excluding the Public Works Department expenditure	...	...	24,215	4·29
Book Depôt	...	...	31,486	5·58
Miscellaneous	...	...	759	·13
TOTAL	4,50,456	100	5,64,198	100

Thus nearly half the total expenditure was spent, as shown by the above table, on the primary education of boys and girls.

Approximate expenditure on primary education.

53. But the Normal schools and the schools of carpentry exist but for primary schools. So also much of the expenditure on direction and inspection is for primary schools. The cost of the book depôt may be neglected, as that was maintained at a profit. The real sum spent on primary education may be thus estimated :—no part of the cost of direction, or of the circle inspectors' salaries or of their contingencies is charged to primary education :—

	Rs.
(1) Cost of primary school inspection	29,224
(2) Cost of primary school buildings	19,910
(3) Training schools and schools of carpentry	28,737[1]
(4) Primary schools for boys and adults	2,31,973
(5) Primary schools for girls	19,127
TOTAL Rs.	3,28,971

The total expenditure omitting the cost of book depôts, which was more than covered by the receipts, was Rs. 5,32,712. Thus 61 per cent. of the total expenditure was on primary education. If school expenditure be alone considered, then Rs. 3,77,302 were spent on schools, of which Rs. 2,51,100 or 66·5 per cent. was spent on primary schools. And as in the Central Provinces training schools and technical schools, omitting patwari schools, only exist for primary schools, the total sum spent on primary schools was really Rs. 2,79,837 ; or more than 74 per cent. of the expenditure on instruction was on primary school education and on training masters for primary schools.

Income from fees.

54. The fee collections in 1870-71 may be thus contrasted with the fee collections of 1881-82.

		1870-71.	1881-82.
		Rs.	Rs.
Colleges		...	1,178
High schools	Government	1,613	1,093
	Aided	1,745	1,359
Middle schools	Government	5,733	5,092
Ditto	Aided	3,318	2,615
Ditto	Aided for girls	...	416
English Primary schools	Government for boys	...	3,661
Do. do.	Aided for boys	...	2,953
Do. do.	Unaided for boys	...	25
Vernacular Primary schools for boys	Government	1,957	14,362
Do. do.	Aided	1,775	2,062
Do. do.	Unaided	3,646	147
English Primary schools for girls	Aided	115	4,828
Vernacular do. do.	Government	4	...
Do. do. do	Aided	...	...
Do. do. do.	Unaided	13	...
Industrial Schools, Government		...	815
	TOTAL	19,919	40,546

Or the fee collections have more than doubled. In 1870-71 the English primary schools for boys were massed with high and middle schools. Hence the apparent decrease of fees in the latter and great increase in the former.

[1] The Patwari school is omitted

55. The distribution of schools of all kinds for boys and adults may be thus shown :—

Name of District.	Area of District.	Number of towns and villages.	Number of villages with less than 200 inhabitants.	Total number of schools for boys and adults.	Total number of scholars at adult and boys schools.	Total male population.	Percentage of boys, to boys of a school-going age.
Balaghat	3,146	1,211	552	36	1,682	168,880	7·4
Bhandara	3,922	1,616	587	51	3,871	340,811	7·5
Nagpur	3,786	1,682	889	178	10,573	351,756	20·0
Chanda	10,785	2,804	1,932	63	3,714	326,824	7·5
Chhindwara	3,915	1,338	1,294	34	1,806	186,168	6·4
Wardha	2,401	905	361	70	4,016	195,564	13 6
Seoni	3,247	1,463	866	31	1,514	167,925	6·0
Betul	3,905	1,172	638	27	1,676	154,426	7·2
Hoshangabad	4,437	1,536	793	87	4,054	252,493	10·7
Narsinghpur	1,916	987	462	50	4,115	186,635	14·6
Saugor	4,005	1,842	1,024	68	4,799	291,795	10·8
Jubbulpore	3,918	2,310	1,307	132	7,788	349,251	14·7
Damoh	2,799	1,146	661	47	2,998	162,570	9 4
Mandla	4,719	1,751	1,259	21	945	153,542	4·1
Nimar	3,340	627	335	98	4,108	121,008	24·2
Raipur	11,885	4,743	2,136	192	12,617	696,242	12·1
Bilaspur	7,798	3,724	1,917	61	3,916	504,046	5·2
Sambalpur	4,521	3,257	2,064	53	2,401	346,519	4 6
Feudatory States (7)	5,960	3,697	2,230	30	1,789	401,510	2·9
Total for districts and (7) Feudatory States[1]	90,405	38,309	21,307	1,359	78,192	5,360,945	9·7

Distribution of girls' schools and of training schools for mistresses.

56. The distribution of schools of all kinds for girls and adult women may be thus shown :—

Name of District.	Total number of schools for girls and adults.	Total number of scholars at adults and girls' schools.	Total female population.	Percentage of girls at schools, to girls of a school-going age.
Balaghat	...	...	171,724	...
Bhandara	2	116	342,968	·2
Nagpur	8	472	345,600	·9
Chanda	1	21	322,322	·0
Chhindwara	1	36	186,731	·1
Wardha	2	60	191,657	·2
Seoni	5	207	166,808	·8
Betul	...	...	150,479	...
Hoshangabad	2	58	236,294	·1
Narsinghpur	10	344	178,538	1·2
Saugor	19	892	270,155	2·2
Jubbulpore	19	668	337,982	1·3
Damoh	4	172	150,387	·7
Mandla	...	...	148,218	...
Nimar	3	129	110,333	·7
Raipur	3	105	708,929	·0
Bilaspur	8	214	513,281	·2
Sambalpur	3	126	346,950	·2
Total	85	3,620	4,879,356	·4

1 There are 15 Feudatory States but in only seven is there any system of public instruction.

57. As in para. 24 there is a statement comparing all schools and scholars at the close of 1870-71 with those at the close of 1880-81, so now we give a comparative statement for 1870-71 and 1881-82 :—

Comparative statistics for 1870-71 and 1881-82.

Name of District.	Schools.						Scholars.					
	Government.		Private.		Total.		Government.		Private.		Total.	
	1871.	1882.	1871.	1882.	1871.	1882.	1871.	1882.	1871.	1882.	1871.	1882.
Nagpur	80	91	59	95	139	186	4,753	5,571	3,067	5,474	7,820	11,045
Bhandara	34	51	89	2	123	53	3,548	3,935	4,681	49	8,229	3,987
Chhindwara	26	32	6	3	32	35	1,243	1,763	164	79	1,412	1,842
Wardha	53	71	5	1	58	72	2,922	3,953	72	123	2,994	4,076
Chanda	76	55	22	9	98	64	3,836	3,469	251	266	4,087	3,735
Balaghat	15	36	13	...	28	36	855	1,882	446	...	1,301	1,882
Betul	29	26	17	1	46	27	1,716	1,646	162	30	1,878	1,676
Seoni	44	33	59	3	103	36	2,119	1,679	1,044	42	3,163	1,721
Damoh	44	44	26	7	70	51	2,095	2,239	665	231	2,760	2,470
Hoshangabad	79	84	43	5	122	89	3,051	3,979	517	133	3,568	4,112
Jubbulpore	80	88	46	63	126	151	3,662	5,520	1,315	2,886	4,977	8,406
Mandla	15	18	22	3	37	21	887	910	90	35	977	945
Narsinghpur	48	71	62	19	110	90	2,659	3,915	1,144	544	3,803	4,459
Saugor	74	70	21	17	95	87	3,937	4,918	379	773	4,316	5,691
Nimar	20	53	76	48	96	101	1,287	3,351	1,867	1,186	3,154	4,537
Bilaspur	38	39	52	29	90	68	3,034	3,009	1,217	1,378	4,251	4,387
Raipur	63	64	237	144	300	208	3,610	4,986	6,336	8,602	9,946	13,588
Sambalpur	30	36	247	33	277	69	1,774	1,821	13,126	1,432	14,900	3,253
Total	848	962	1,102	482	1,950	1,444	46,993	58,549	36,543	23,263	83,536	81,812
Total omitting Bhandara and Sambalpur	734	875	766	447	1,550	1,322	41,671	52,790	18,736	21,782	60,407	74,572

N. B.—For causes of decrease in private lower primary schools see para. 24. Though in ten years there is a loss of 1,724 schools, the average attendance increased from 53,247 to 57,013 or by 3,765 There has been no loss of real scholars.

Gradation of schools.

58. Our colleges and schools are thus graded in the Central Provinces—

1.—College	Contains only two classes, i. e. the 1st and 2nd year's classes and teaches to the F. A.
2.—High schools	Contain only two classes, the entrance class and preparatory class.
3.—Superior middle schools—English	Contain three classes above the upper primary standard.
4.—Inferior „ „	Contain two classes above the upper primary.
5.—Upper primary English schools	Consist of one class above the lower primary.
6.—Lower „ „	There are no Government schools of this kind.
7.—Vernacular town schools	Contain two classes above the upper primary standard.
8.— „ village schools	Contain four classes and sometimes one class beyond the upper primary standard.
9.— „ branches of middle schools	Contain only three lower primary classes.

The stages of progress reached by our pupils are shown in General Form No. 6.* The curricula appear in the Appendix.

Departmental examinations.

59. The departmental examinations are the first arts, entrance, middle school, upper primary, and lower primary. The number of examinees and the scholars that passed are shown in General Form No. 4. They may be briefly set forth here.

		Number of examinees.	Number of scholars that passed.
First Arts		18	11
Entrance		102	58
Middle schools	Boys	400	242
	Girls	4	...
Upper Primary	Boys	7,467	3,067
	Girls	114	63
Lower primary	Boys	12,316	6,410
	Girls	454	234
Masters' Certificates		191	155
Mistresses' Certificates		7	2
Industrial School examination		4	3

Average ages of boys attending schools.

60. The average ages of boys attending schools may be thus shown :—

Description.		Average age of students.
Colleges	Government	20
	Unaided	17[1](a)
High schools for boys	Government	18
	Aided	17·01
Middle Schools for boys	Government	13·57
	Aided	14·55
„ „ for girls	Aided	13
Primary schools, English, for boys	Government	11·29
	Aided	12·2
	Unaided	10
„ „ „ for girls	Aided	9·93
„ „ Vernacular, for boys	Government	9·8
	Aided	9·27
	Unaided	9·5
„ „ „ for girls	Government	8·28
	Aided	8·05
	Unaided	15[2](b)
Adult schools	Government	24·17
	Aided	19·85
	Unaided	17·3
Normal schools for masters		19·75
„ „ for mistresses		21

[1] *a.*—The unaided college contained only two under-graduates both Europeans.
[2] *b.*—For Europeans and Eurasians.

The languages taught in schools, and the number of boys' learning each language.

61. The languages taught in our schools and the number of boys learning each language may be thus shown :—

Statement showing the number of scholars learning each language taught in the schools in the Central Provinces on the 31st March 1882.

Description of Schools.			English.	Latin.	Sanscrit.	Arabic.	Persian.	French.	Urdu.	Hindi.	Marathi.	Uriya.	Telugu.	Tamil.	Gujrathi.	Bengali.
(1). Colleges	Government		65	...	48	...	17	...	...	...	...	...	...	...	...	...
	Unaided		2	2	...	...	...	...	...	...	...	...	...	...	...	...
(2). High schools	Government		149	...	101	...	48	...	...	...	...	...	...	...	...	...
	Aided		172	2	158	...	8	...	...	...	...	...	...	...	...	...
(3). Middle schools for boys	Government	Zillah schools	1,235	...	139	...	71	...	207	591	368	251	...	...	15	...
		Anglo-Vernacular schools	717	...	...	...	5	...	37	294	369	...	17	...	...	...
	Aided schools		527	63	81	...	16	...	17	118	301	...	16	...	...	...
Ditto for girls	Aided		14	...	...	...	...	14	...	...	...	...	...	...	...	...
(4). Primary schools for boys, English	Government		1,574	...	...	...	...	...	181	737	575	129	17	...	23	...
	Aided		1,034	52	...	...	...	...	116	134	352	...	5	118	...	...
	Unaided		63	...	...	...	...	...	...	...	37	...	...	...	...	...
(5). Do. do. for girls, English	Aided		441	...	...	...	...	27	...	...	42	...	...	31	...	...
(6). Primary schools for boys, vernacular	Government		...	...	...	...	...	...	1,078	32,214	16,469	1,538	106	...	186	...
	Aided	By fixed grants	...	...	...	...	...	...	125	902	488	246	50	54	...	...
		By capitation grants	20	...	75	57	45	...	572	11,277	2,478	385	150	...	69	...
	Unaided		...	...	...	...	...	...	453	1,725	517	378	30	...	...	...
(7). Primary schools for girls, vernacular	Government		...	...	...	...	...	...	...	2,140	364	126	21	...	25	...
	Aided	By fixed grants	9	...	...	...	...	...	26	67	...	...	...	60	...	48
		By capitation grants	...	...	...	...	...	...	...	170	52	...	...	...	...	...
	Unaided		...	...	...	...	...	...	15	3	...	...	...	...	...	...
(8). Normal schools for Masters			...	...	...	...	...	...	...	132	29	10	...	...	...	...
(9). Do. for Mistresses			...	...	...	...	...	...	...	17	...	...	...	...	...	...
(10). Adult schools			...	...	...	...	...	...	83	215	45	26	...	...	...	...
(11). Carpentry schools			...	...	...	...	...	...	9	231	93	...	...	...	...	...
(12). Patwari schools			...	...	...	...	...	...	...	117	...	...	...	...	...	...
	TOTAL		6,022	119	596	57	219	41	2,919	51,084	22,580	3,089	418	263	338	48

The principal creeds and races of scholars attending schools and number of scholars to population.

62. The principal creeds and races attending our schools may be thus shown :—

	Number of scholars.	Population according to Census, omitting Feudatory States, and scholars to population.
1. Europeans and Eurasians	785	11,949 or 1 to 9
2. Native Christians	429	
3. Hindus	71,779	7,317,830 or 1 to 101
4. Muhammadans	5,930	275,773 or 1 to 46
5. Satnamis	1,007	358,161 or 1 to 34
6. Gonds and other non-Aryan races	1,055	1,533,599 or 1 to 1,453
7. Others, including Parsis, Jains &c.	827	341,479 or 1 to 412
	81,812	9,838,791 or 1 to 122

The total number of scholars given under "others" is not absolutely correct as some Dhers and Mahars have been improperly returned under "others," instead of under heading No. 3 as Hindus. Also the number of Gonds appears to be less than those actually under instruction. For, some Gonds are professed Hindus, and such Gonds have, in the above statement, been returned as Hindus.

Return of social position of scholars of Government and aided institutions on the 31st March 1882 in the Central Provinces.

The social position of scholars at Government and aided schools may be thus shown:—

		Upper classes of society.	Middle Classes.					Lower classes.								Grand Total.
			Government Service.	Estates.	Professions.	Trades.	Total.	Service.	Agriculture.	Trades.	Skilled labour.	Common labour.	Priests and beggars.	Professions.	Total.	
College	Government	2	39	2	4	1	46	3	5	...	2	...	7	...	17	65
High schools for boys	Government	2	71	10	5	16	102	11	12	2	7	...	13	...	45	149
	Aided	1	33	54	16	11	114	21	21	13	...	2	...	...	57	172
Middle schools for boys	Government	20	372	200	94	99	765	482	150	214	113	128	80	...	1,167	1,952
	Aided	4	187	88	95	39	409	70	8	11	6	19	...	...	114	527
Do. for girls	Aided	4	4	2	4	...	10	...	...	...	...	...	...	...	...	14
Primary schools for boys	Government	90	1,094	4,711	1,455	2,379	9,639	5,886	17,302	8,650	4,748	6,341	347	15	43,289	53,018
	Aided	37	639	972	532	691	2,834	2,377	8,331	1,636	750	2,109	32	...	15,235	18,106
Do. for girls	Government	7	74	51	87	183	395	227	332	695	423	572	25	...	2,274	2,676
	Aided	12	205	11	208	25	449	161	35	51	33	146	8	...	434	895
Normal schools for Masters	Government	...	23	7	25	2	57	30	45	18	10	6	5	...	114	171
Do. for Mistresses	do.	...	...	...	...	...	...	8	1	7	...	1	...	...	17	17
Industrial schools	Government	2	23	20	26	16	85	164	60	41	34	63	1	...	363	450
Other schools	Government	...	30	3	1	...	34	16	...	1	...	...	...	...	17	51
	Aided	...	3	14	3	8	28	64	90	29	28	43	9	...	263	291
TOTAL		181	2,797	6,145	2,555	3,470	14,967	9,520	26,392	11,368	6,154	9,430	527	15	63,406	78,554

NOTE I.—The 'upper classes' include those whose income amounts to Rs. 10,000 a year, if derived from Government service, estates, or professions, or from trade.

II.—The 'middle classes' include those below the upper classes, who are—(1), officers of Government other than menial servants, constables, and the like; (2), holders of realised property yielding an income of Rs. 200 a year and less than Rs. 10,000; (3) professional men with incomes of more than Rs. 200 per annum, but less than Rs. 10,000; (4) merchants, bankers, and large traders with incomes of more than Rs. 600 but less than Rs. 10,000 per annum.

III.—The 'lower classes' include all who are not included in the other two.

IV.—For unaided schools we have no information.

SECTION III A.

INSTRUCTION IN INDIGENOUS SCHOOLS INDEPENDENT OF DEPARTMENTAL AID AND INSPECTION.

Definition.

63. By indigenous schools are meant those vernacular schools, Sanskrit, Persian, and Arabic schools, established by the people themselves for the education of their children and of others. Schools in which English is taught are not indigenous schools, even though they may be maintained by Native gentlemen without State assistance.

Its extent.

64. In the historical summary it has already been mentioned, that when the administration of the Central Provinces was first formed, there was no system of indigenous education in the southern and eastern portions of the provinces. Indigenous schools for the most part only existed in the Saugor and Nerbudda territories and in Nimar. From a return published in 1846, there were, in five districts, 48 Persian and Arabic schools, and 231 Sanskrit and Hindi schools. No less than 136 of these schools were gratuitously taught. Of so ephemeral a character were they, that 103 were of less than one year's standing, and 155 of less than two years' standing. They contained about nine scholars apiece. The non-religious schools that existed in the Saugor and Nerbudda territories, when they belonged to the North-Western Provinces and after the creation of the Saugor circle of inspection, were either venture schools established by their teachers as a means of livelihood, or were schools opened before the imposition of the rural educational cess, and were supported by malguzars. These schools, when the rural cess was legally collected, became village schools, and the venture schools were admitted to aid under the results system. There are a few schools that receive no aid and do not wish to be inspected. But they are so few in number, that they may practically be neglected. All indigenous schools are brought under the payment by results rules as soon as their masters consent to keep registers. There is therefore nothing in the Central Provinces to record under this head; for there are practically no indigenous schools entirely independent of departmental aid and inspection. We have not here, as in Bengal, crowds of elementary schools recently recognized or waiting to be recognized. Of the 1,444 schools recorded in the departmental returns, only 89 are unaided. Some of the so-called unaided schools belong to feudatory states, and are under inspection. They are called unaided, as they are entirely supported from the revenues of the feudatories.

Different classes of indigenous schools and methods of instruction.

65. As there are few or no indigenous schools independent of departmental aid and inspection, it is not necessary here that we should dwell on the methods of instruction pursued. Such methods, the studies, the fees, the holidays, the discipline, are all admirably described by Mr. Stewart Reid, the first Visitor General of schools in the North-Western Provinces, whose three reports on indigenous education in the North-Western Provinces, to which the Saugor and Nerbudda territories once belonged, were published in 1852, 1853 and 1854. It is sufficient to observe here that the indigenous schools of the Central Provinces were not different from those described in the reports mentioned above. There were:—

1.—The religious schools in which Arabic or Sanskrit was taught by rote.

2.—Persian schools for instruction in Persian, maintained by private persons at their own expense.

3.—Venture schools supported by fees. In these venture schools either Urdu and Persian were taught, or a little Hindi and the multiplication table.

How indigenous schools have been affected by the operation of the Educational Department.

66. The grant-in-aid rules for indigenous schools in the Central Provinces have tended to render such schools more permanent, and have introduced more method into their management. Boys are often arranged in classes. Each boy does not read a different kind of class book. In Muhammadan schools more attention is paid to arithmetic; and the boys are required to understand something of what they read. In Hindi, Tamil, Telugu and Marathi schools more attention is paid to reading, writing, and slate arithmetic. I do not think that less

attention is paid to mental arithmetic. In fact, in the Central Provinces there has never been a general system of mental arithmetic, for tables of weights and measures vary from district to district, and often from tahsil to tahsil. Of course the multiplication table with fractional parts is taught, as well as certain simple rules for the calculation of interest, or of purchases in seers and chittacks, rupees and annas and of wages. Punishments are not so barbarous as they were. But barbarous and ridiculous punishments were never common and could not be inflicted on the children of influential persons. The indigenous school system has influenced our Government primary schools to a certain extent. It has given us the same hours for study and the same principal holidays. The ceremonial holidays, such as the "Pariwa" on the 1st of the lunar month, the "Ashtami" on the 8th, the "Chaturdas" on the 14th, the "Amawasya" on the 30th, and the "Puranmassi" on the 15th, are not allowed. Instead the boys have Sundays and local market-days. In all primary Government schools the sanctioned holidays are those allowed by the local administration, and school committees are allowed to supplement them by local holidays. In addition, in some, perhaps in most districts, the sons of agriculturists are allowed to absent themselves from school during harvest and sowing time. The prescribed hours of study in Government primary schools are, in the hot weather, from 6 to 10, and from 4 to 6; and in the rains and cold weather from 10 to 4. School committees have the power to recommend any alteration in these hours.

Fees or other sources of income.

67. There is nothing peculiar in the indigenous fee system of the Central Provinces. The people are less liberal to school-masters in these provinces than in Oudh and possibly in the North-Western Provinces. The masters are paid in money and in kind. They do not all always receive monthly fees, but obtain presents when a scholar begins a new book or a fresh subject and on feast days and holidays.

SECTION III—B.

PRIMARY INSTRUCTION RECOGNISED BY THE DEPARTMENT.

Its definition.

68. In the Central Provinces all these schools are considered to be primary schools in which there are either no scholars who have passed the upper primary examination, or which do not prepare boys for a middle school examination, though they may contain pupils beyond the upper primary standard. The best of the village schools and all the so called town[1] vernacular schools have classes above the upper primary standard.

Its extent.

69. Primary schools may be considered under the two heads of English and Vernacular. These schools, again, may be Government, aided, or unaided. The following table shows the extent of primary education in the Central Provinces at the close of the official year 1882.

		Number of schools.	Number of pupils.
English primary schools for boys	Government	39	1,574
	Aided	15	1,034
	Unaided	2	63
Vernacular primary schools for boys	Government	788	51,444
	Aided	835	17,072
	Unaided	88	3,148
Do. do. for adults	Government	3	51
	Aided	8	291
	Unaided	1	3
	Total	1,274	74,680

[1] For the purposes of this report a town contains 5,000 inhabitants or more. Some of our so-called town schools are situated in less populous places rather in villages than towns, as Sahangarhi, Dhapewara, Mohpa, &c.

The total area of the Central Provinces including the feudatory states is 113,279 square miles. But in the feudatory states of Kanker,[1] Makrai, Kalahandi, Raigarh, Sonpur, Rairakhol, Bamra and Bastar there are no schools, or if there are, they are not returned and are not controlled or visited by any Government officers. If the area of these schoolless feudatories be omitted, then the total area of the Central Provinces, with those feudatories states that support schools is 90,405 square miles, or one primary school to every 71 square miles. If all the feudatory states and their schools are omitted, then there are in the khalsa 1,244 primary schools to 84,445 square miles, or one primary school to every 68 square miles. The male population of the khalsa is 4,959, 435, or there is one primary school in the khalsa to every 3,986 males or to every 597 males of a school-going age.

Distribution of primary boys' schools with reference to population.

70. The distribution of primary schools with reference to population may be thus shown :—

Districts and Feudatories.	Number of primary schools.	Number of pupils.	Total male population.	Ratio of pupils to male population.
Nagpur	156	9,629	351,756	1 to 36
Bhandara	49	3,770	340,811	,, ,, 90
Chhindwara	32	1,751	186,168	,, ,, 106
Wardha	64	3,843	195,564	,, ,, 50
Chanda	59	3,549	326,824	,, ,, 92
Balaghat	34	1,840	168,830	,, ,, 91
Betul	25	1,633	154,426	,, ,, 94
Seoni	30	1,471	167,985	,, ,, 114
Damoh	43	2,136	162,570	,, ,, 76
Hoshangabad	80	3,851	252,493	,, ,, 65
Jubbulpore	117	7,169	349,251	,, ,, 48
Mandla	20	889	153,542	,, ,, 172
Narsinghpur	74	3,929	186,635	,, ,, 47
Saugor	66	4,563	294,795	,, ,, 64
Nimar	95	4,230	121,008	,, ,, 28
Bilaspur	60	3,886	501,046	,, ,, 129
Raipur	188	12,443	696,242	,, ,, 55
Sambalpur	52	2,310	346,549	,, ,, 150
Total for Districts	1,244	72,891	4,959,435	1 ,, 68
FEUDATORY STATES.				
Bilaspur District — Sakti	3	160	11,352	1 to 70
Bilaspur District — Kawarda	1	67	42,706	,, ,, 637
Raipur do. — Nandgaon	7	457	81,717	,, ,, 178
Raipur do. — Khairagarh	5	331	82,677	,, ,, 249
Raipur do. — Chuikadan	1	48	16,267	,, ,, 338
Sambalpur do. — Sarangarh	6	453	35,221	,, ,, 77
Sambalpur do. — Patna	7	273	131,570	,, ,, 481
Total for Feudatory States	30	1,789	401,510	,, ,, 224
Total for Districts and Feudatory States	1,274	74,680	5,360,945	1 to 71

Distribution of primary schools in towns and villages.

71. The distribution of primary schools amongst the urban and rural population may be thus shown :—

[1] Since this report was written, information regarding two or three indigenous schools in the small feudatory of Makrai has been obtained.

Names of Districts.	Number of towns	Number of primary schools in towns. For boys and adults. English.	Vernacular.	Total	Total number of rural schools.	Number of primary scholars in towns. Boys and adults. English.	Vernacular.	Total.	Total number of scholars in rural schools.	Grand total of scholars in primary schools.	Urban male population of Census of 1881.	Rural male population of Census of 1881.	Total male population of Census of 1881.	Urban scholars to male population, towns.	Rural scholars to rural male population.
Nagpur	9	17	80	97	59	1,018	4,763	5,781	3 848	9 629	102,858	248,898	351,756	1 to 17	1 to 64
Bhandara	4	1	7	8	41	46	765	811	2,959	3,770	16,663	324,248	340,911	" " 20	" " 109
Chhindwara	3	1	5	6	26	23	386	409	1.342	1,751	10,286	175,882	186,168	" " 25	" " 131
Wardha	5	5	12	17	47	136	892	1,028	2,815	3,843	17,059	178,505	195,564	" " 16	" " 63
Chanda	3	2	11	13	46	89	704	793	2,756	3,549	14,830	311,994	326,824	" " 18	" " 113
Balaghat	...	..	...	...	34	...	...	..	1.840	1,840	...	168,830	168,830	" ...	" " 91
Betul	...	...	...	..	25	...	...	..	1,632	1,632	..	154,426	154,426	" ...	" " 94
Seoni	1	1	2	3	27	27	131	158	1,313	1,471	4,947	162,978	167.925	" 31	" " 124
Damoh	2	2	7	9	34	52	384	436	1,700	2,136	7,544	155.026	162 570	" " 17	" " 91
Hoshangabad	4	4	9	13	67	170	570	740	3,111	3,851	22.058	230,435	252,493	" " 29	" " 74
Jubbulpore	3	6	34	40	77	302	1,835	2,137	5.032	7,169	48,294	300,957	349,251	" " 22	" " 59
Mandla	..	...	...	...	20	...	...	...	889	889	..	153,542	153,542	" ...	" " 172
Narsinghpur	2	2	12	14	60	87	522	609	3,320	3,929	9,529	177,106	186,635	" 15	" " 53
Saugor	5	1	23	24	42	120	1,914	2,034	2,529	4,563	38,568	256,227	294,795	" " 18	" " 101
Nimar	2	3	21	24	71	215	1,218	1,433	2,797	4,230	24,077	96,391	121,008	" " 16	" " 34
Bilaspur	2	1	4	5	55	64	352	416	3,470	3,886	6,505	497.541	504,046	" " 15	" " 143
Raipur	2	2	6	8	180	120	441	561	11.882	12 443	15,595	680,647	696.242	" " 27	" " 57
Sambalpur	1	1	6	7	45	41	287	328	1,982	2,310	6,658	339,891	346.549	" 20	" 171
Total	48	49	239	288	956	2,510	15,164	17,674	55,217	72,891	345,371	4,614,064	4,959,435	1 to 19	" 88
Feudatory States	3	...	3	3	27	...	248	248	1,541	1,789	9,400	3,92,110	401,510	1 to 37	" 254
Grand Total	51	49	242	291	983	2,510	15,412	17,922	56,758	74,680	354,771	5,006,174	5,360,945	1 to 19	" 88

English primary schools in 1870-71 massed with high and middle schools, and comparison of the primary school statistics of 1870-71 with those of 1881-82.

72. The English primary schools in 1881-82 cannot be compared with those of 1870-71, as in that year the statistics of primary English schools were massed with those of middle schools. But the vernacular schools may be so compared; only in making the comparison the loss of aided schools mentioned in paragraphs 24 and 25 may be remembered. The people refused to maintain certain primary schools except under compulsion, and so they were discontinued.

		Schools.		Scholars.		Average attendance.	
		1870-71.	1881-82.	1870-71.	1881-82.	1870-71.	1881-82.
Primary vernacular schools for boys.	Government	658	788	36,910	51,444	22,648	36,382
	Aided	422	335	20,762	17,072	15,181	11,509
	Unaided	650	83	13,907	3,148	8,655	1,989
Do. do. for adults.	Government	...	3	...	51	...	19
	Aided	16	8	238	291	151	191
	Unaided	...	1	...	3	...	2
	TOTAL	1,746	1,218	71,817	72,009	46,635	50,092

There has thus been great improvement, especially in Government schools. And though so many private schools were closed in Bhandara, Balaghat and Sambalpur, yet there are more pupils attending primary vernacular schools than there were ten years ago, and the average attendance has increased by 3,457.

English primary education in Government schools.

73. English primary Government schools are merely the upper primary sections, that is the first classes, of middle class schools. Their English curriculum is shown in the Appendix; their vernacular curriculum corresponds with the fourth class of vernacular schools as shown in the Appendix. No pupil can commence to study English at a Government school until he has passed the lower primary vernacular examination. The number of English primary schools has diminished since 1871. There were then 44 English primary schools. Now there are only 39. English was discontinued in five schools either because the people did not care for it, or because the subscriptions promised in aid of the schools were discontinued. Thus, last year English was discontinued in Brahmapuri in Chanda because the people would not pay 30 Rs. a month towards the English department as was originally promised. There is now merely a vernacular primary school at Brahmapuri. At the close of last year the 39 Government English primary schools contained 1,574 pupils, which gives an average of 40 scholars per school. The average attendance had been 1,120 or 74 per cent. of the average number enrolled. The total cost of these schools was Rs. 17,568 or Rs. 450 per school. The average total cost of educating each pupil was nearly Rs. 12, or one rupee a month. The total fee collections amounted to Rs. 3,661, or, as the average number of pupils was 1,505, this would give Rs. 2-6-0 a boy. The fee rates per mensem are as follows:—

	Children.	
	Agriculturists.	Non-agriculturists.
	Annas.	Annas.
English primary branches of superior middle schools . .	4	8
Do. do. inferior middle schools . .	3	6

Five boys in both the upper primary and middle department of a Government school may be free scholars. Rs. 7,332 towards the cost of the schools were paid by subscription, given by Municipalities or raised by fees, so that the total Government expenditure was only Rs. 10,236 or 262 per school. The fee collections are paid into the treasury every month in the case of zila schools, and in the case of Anglo-vernacular town schools they are deducted from the pay bills. These arrangements have been made in consultation with the Account Department. The cost to Government of educating each scholar was nearly Rs. 7. All the pupils at these schools had passed the lower primary examination. The number of Hindu scholars was 1,363; of Muhammadans 200; of Christians five, and of other religions was six, or the Hindus were seven times as numerous as the Muhammadans. But in the khalsa the male Hindus are to the Muhammadan male population as 26 to 1. Thus in comparison with their numbers there are more Muhammadans attending Government English primary schools than there are Hindus.

Primary English aided schools.

74. The primary English aided schools are also for the most part the primary departments of aided schools, or are schools for Europeans and Eurasians. There is only one exception, namely, the Free Church mission orphanage. There are 15 such schools with 1,034 scholars and an average attendance of 812 or 78 per cent. The good average attendance is partly accounted for by the fact that four of the schools are boarding schools. The fee collections, too, amounted to Rs. 2,953, or Rs. 2-11-0 per boy.

These fees are increased by the payments for boarders. A higher fee is not charged in aided schools than in Government schools, except of course in European aided schools. There are no European Government schools. The number of scholars per school is nearly 69. The large aided schools of Saint Francis DeSales, the Nagpur Free Church mission, the city aided school, Nagpur, help to increase this average. There can be no comparison between Government primary English schools and aided English schools. For all the latter are situated in the large towns of Nagpur, Kamptee and Jubbulpore, and many of them are the English primary branches of high schools; whereas the Government schools are the primary branches of middle schools situated in much less populous towns than those named. Some, indeed, are not situated in towns at all, if by a town is meant a collection of houses containing 5,000 inhabitants or more. Mandla,[1] Burha,[1] and Kotal all have Government English primary schools, but none of them have 5,000 inhabitants. The total cost of all the 15 aided English primary schools was Rs. 17,843 or Rs. 1,189 per school; this is more than double, in fact nearly three times the cost of a Government English primary school. But the fact is that no comparison can be made between the two classes of institutions.

For, not only are the English aided schools situated in the largest towns of the Central Provinces, but some of them are for Europeans and Eurasians, for whom it is necessary to entertain European and Eurasian teachers.

Government vernacular primary schools for boys.

75. These schools are of three kinds, they are the lower primary branches of middle schools, or they are primary town schools so-called, though they are not always situated in towns[2] or they are village schools. Their curricula are shown in the Appendices. The lower primary branches of middle schools only have three classes, village schools generally have four, and may have five, town vernacular schools have at least five and sometimes six. The town vernacular schools might in fact be called middle schools, if there were any middle school vernacular examination admitting a boy to a course of study terminated by an examination as difficult as that of the entrance examination. The 788 Government vernacular primary schools for boys contained 51,444 scholars, or an average of 65 per school. They cost Rs. 1,86,923 or Rs. 237 per school. The greater portion of the total sum spent on these schools was defrayed from the two per cent. cess, namely, Rs. 1,11,566.[3] This is less than the cost of the establishment for village schools.

[1] Head-quarters of districts.

[2] It is stated once for all, that where a town is mentioned in this report, a collection of houses containing 5,000 inhabitants is meant.

[3] The balance of the cess, namely, Rs. 20,690 is hypothecated to village girls' schools, village school buildings, and village school scholarships.

The balance is for town vernacular schools having classes beyond the upper primary standard, and the lower class vernacular branches of middle schools. The three kinds of schools, their scholars and cost may be thus shown :—

	Number.	Scholars.	Average attendance.	Total cost.	Cost per school.	Average total cost per scholar.
				Rs.	Rs.	Rs. a. p.
Vernacular town schools. .	59	6,869	5,019	35,298	598	5 4 3
Branches to middle schools .	82	6,135	4,891	27,629	336	4 1 9
Village schools . . .	647	38,470	26,472	1,23,996	191	3 3 11
Adult schools . . .	3	51	19	408	136	7 13 6
TOTAL .	791	51,405	36,401	1,87,331	237	3 10 3

Vernacular town schools.

76. Their curricula are shown in the Appendix. These schools have been established in those places in which are many handicraftsmen, weavers and traders, in fact where their is a considerable non-agricultural population. Really their are only 57 town schools, but two have branches. The fees paid are two or four annas a month as the pupils are or are not children of agriculturists. The lower rate of fee is taken from agriculturists as they subscribe to the rural educational cess. The Inspector General of Education has the power to remit the fees of boys whose parents receive less than Rs. 50 annually, and who are reading in the lower primary school.

School committees may remit fees to the extent of 10 per cent. of the number enrolled. The scholastic status of these schools may be thus shown :—

Number of boys in the lowest class and unable to read and write.	Number of boys able to read and write, but below the upper primary standard.	Number of boys in the upper primary department.	Number of boys beyond the upper primary department.	Number of boys who passed the lower primary examination in 1882.	Number of boys who passed the upper primary examination in 1882
1,692	2,740	1,350	1,057	805	541

The average number of boys per school is 115, the fee collections amounted to Rs. 2,983. They are deducted from the monthly establishment bill.

Lower primary branches to middle schools

77. These branches are managed by the masters of middle schools. They are amongst the most successful lower primary schools in the provinces. When their pupils have passed the lower primary examination, they are drafted to upper primary schools. The number of boys in the lowest class of these schools is 2,503, and the number of boys above the lowest class and able to read and write is 3,632. The fee collections of branches to middle schools are either paid into the treasury or are deducted from pay bills. The total fee collections amounted to Rs. 4,219. The number of boys per school was 74. The curriculum is that pursued in the three lower classes of Government vernacular schools. The number of passes by the lower primary standard was 1,171.

78. The scholarship of the 38,470 boys attending village schools may be thus shown:—

Village schools.

Boys unable to read and write	Boys able to read and write, but below the 4th standard.	Boys in the upper primary or 4th standard.	Boys beyond the upper primary department.	Number of lower primary passes.	Number of upper primary passes.
12,314	17,672	7,654	830	3,419	1,716

At these schools cultivators are not compelled to pay fees, but only artisans, shopkeepers and others in receipt of more than Rs. 50 annually. The fees charged are one or two annas a month. The fee collections are small, but they increased in one year from Rs. 5,953 to Rs. 7,160. They are expended by schoolmasters under the orders of village school committees, and to the fees is debited village school contingent expenditure; if they accumulate, simple gymnastic apparatus is provided from this source.

In some districts Deputy Commissioners debit to the fee fund a portion of the pay of a chaprassi engaged in school work and attached to a group of schools. But this course is not approved by the Educational Department. For the employment of chaprassis whether to summon boys to school or to collect fees makes schools unpopular. The average attendance in these schools varies from 66 per cent. in the eastern circle to 70 per cent. in the northern circle. The curricula of village schools are shown in the Appendix. The boys received a good plain education in reading, writing and arithmetic, geography, grammar, history, and in some schools in surveying with the plane table. The boys are all drilled except in Sambalpore.[1]

79. Aided vernacular primary schools are of two kinds, those receiving fixed grants, and those aided by results. The former belong chiefly to recognised societies, and are the lower primary branches of middle schools. The grant given to all these schools, including adult schools, was Rs. 8,736. This was the sum actually paid. The sum earned was more, as many of the bills of result aided schools were not cashed until after the close of 1881-82. The number of pupils in the lower departments of these schools was 16,154, the rest were in the upper departments. The passes by the lower primary standard were 884, and by the upper primary standard 67.

Aided vernacular primary schools for boys and adults.

80. These schools are of two kinds, venture schools established by pandits and others for their own support, and schools established by groups of villages at the persuasion of local officers. These last schools exist only in the Chhattisgarh Division, and chiefly in Raipur. Adventure schools are for the most part confined to the larger towns of Nagpur, Kamptee, Jubbulpore, Raipur, Khandwa, Saugor, Harda, Burhanpur, Bhandara

Indigenous result aided schools.

[1] The Urya drill book is not yet ready.

and Sohagpur. There are scarcely any indigenous venture schools not situated in these towns. The examination results for all these schools may be thus shown:—

	Number of schools examined	Number of pupils enrolled.	Number of pupils presented for examination.	Average attendance.	1st Standard.				2nd Standard.				3rd Standard.				4th Standard.					Number of pupils passed.
					Number of pupils passed 1st head.	" 2nd "	" 3rd "	" 4th "	" 1st "	" 2nd "	" 3rd "	" 4th "	" 1st "	" 2nd "	" 3rd "	" 4th "	" 1st "	" 2nd "	" 3rd "	" 4th "	" 5th "	
1881-82	316	16,686	12,396	10,330	1,994	2,786	2,172	19	2,127	1,890	1,301	12	1,640	1,690	1,192	5	605	638	235	77	...	7,782

The grant earned amounted to Rs. 18,129, being an average of Rs. 58 per school. In 1870-71 the grants earned were only Rs. 3,063, and only 119 schools were examined. The improvement is very marked. Some of these venture schools are very poor affairs indeed. One is described by the inspector of schools, northern circle, in the annual report of 1881-82. The master is deaf. He has no books and the boys have none. The school meets in a dirty open verandah. There is no school apparatus. The boys are ignorant and make little or no progress. Order is maintained by the use of a stick. The master has collected 40 boys, and manages to extract fees from them in money or kind. Such were nearly all the indigenous venture schools some 14 years ago, but now they are improving and approximating slowly to Government schools. As the old race of teachers dies out, and their places are taken by men trained by the Educational Department, improvement will be general and rapid. The system of payment by results has influenced indigenous education. It has extended and improved the course by the addition sometimes of geography, always of arithmetic, by requiring boys not only to read but to understand what they read. It has improved the spelling and added to the information of the pupils by giving them useful books to read. In some schools a portion of the grant is set aside for maps and school furniture, and in most schools books are given instead of paying the whole grant in money. Some of the schools are hereditary, descending from father to son. Thus the school of Pandit Bholanath in Jubbulpore has been in the family for three generations. The grant last earned by this school was Rs. 186. The highest grant earned by any indigenous school was in 1881-82. Rs. 286. To prevent cheating, indigenous schools in the larger towns are often inspected by the schoolmasters of the Government school or by Normal students.

Indigenous schools in the eastern circle.

81. The greater number of these schools are situated in Raipur. Some 12 years ago the Deputy Commissioner of Raipur divided the khasla into education circles. Where a Government school existed that was the school of the circle, and where there was no Government school an indigenous school was opened, and the malguzars of the circle were asked to contribute to its support. They took subscriptions from the ryots, and as the sums were not large their payment was not felt. The schools until 1878 were much neglected. Then they were placed under circle inspectors, and from that time as much attention has been paid to these so-called indigenous schools as to village schools. Since then the

indigenous schools have much improved. Their state may be thus contrasted with the condition of Government primary schools in the same district:—

	Number of scholars.	Pupils advanced beyond the upper primary standard	Pupils advanced beyond the lower primary standard, but not beyond the upper primary.	Pupils below the lower primary standard.	
				Who can read and write and understand easy sentences in their mother-tongue.	Pupils who cannot read and write.
Government vernacular primary schools for boys	9,016	225	1,634	3,821	3,336
Aided ditto	9,597	...	771	3,695	5,131

The grant earned by these schools in 1881-82 was Rs. 8,884.

Cost to proprietors of indigenous schools in Raipur; method of distributing the grants earned, and proposed alteration in the grant rules.

82. The estimated cost of indigenous schools in Raipur to the proprietors is Rs. 10,467. As there are 129 village indigenous schools, the cost per school is thus to the proprietors Rs. 81. The total grant earned by the village indigenous schools, excluding the venture schools of the towns of Raipur, Dhamtari, &c., was Rs. 8,706. In the case of venture schools all the grants earned are given to the proprietors. In the indigenous halkabandi or circle schools of Raipur, three-fifths of the grant are given to the masters, one-fifth is allotted for contingencies and one-fifth is given for prizes. It is doubtful how this system will work, as the malguzars, generally careless concerning the education of their tenantry, now derive no benefit from these schools, except so far as the education of their own children is concerned. The fixed pay of the teachers varies from Rs. 5 to 8. There are more teachers on the higher than on the lower rates of pay. Such fixed stipends, together with the promised share of the grant earned, should be sufficient to secure the services of good teachers. The length of stay of the boys in their respective classes is excessive, and the Inspector General of Education in his last report mentioned that he is about to propose an alteration in the scale of payments and in the rules. The rules now permit a boy to be presented twice by the same standard. It is proposed to allow of only one such presentation, and generally to assimilate the curriculum of indigenous schools to the curriculum of village schools. The payments for the higher classes are greater than for the lower, but the increase is not sufficient to induce masters to promote boys from the lowest class until they are compelled. It is proposed in the new rules to give no attendance grant for any boy in the lowest class, who shall have been in that class for more than a year at the date of examination.

Unaided vernacular schools.

83. Many of these schools are situated in the feudatories mentioned in paragraph 70 of this report. Some of the schoolmasters of feudatory schools receive small fixed stipends and a grant on the results system. This is the case in the Raipur, Sakti, and Sarangarh feudatories. In Patna and Kawarda fixed stipends are only given. For the Sambalpur feudatory school a special inspector is entertained. He is paid from the revenues of Patna and Sarangarh. His report on feudatory schools is not unfavorable. The feudatory schools in the Sakti State are good in Kawarda and Raipur; except at Nandgaon itself, they are badly reported upon. When the people are averse to schools, masters, whether paid by results or receiving fixed grants, cannot secure regularity in attendance, and progress is consequently slow.

84. The races or religions of the boys and adults attending primary schools in the Central Provinces may be thus shown :—

Races of boys attending primary schools.

	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Satnamis.	Aboriginal tribes	Other religions.
English schools, primary, aided and unaided	305	154	1,876	290	...	6	40
Vernacular schools, primary, aided and unaided	1	95	63,633	5,146	1,006	1,032	751
Adult schools, primary, aided and unaided	...	...	296	49	...	...	...
TOTAL	306	249	65,805	5,185	1,006	1,038	791

Hindu boys and adults are therefore 12 times as numerous in the primary schools as Muhammadan children. But the Hindu male population is 26 times as numerous as the male population in the khalsa, and 31 times as numerous in the whole of the Central Provinces including the feudatories. According to the last census the number of Satnami males in the khalsa was 178,694. So not one per cent. attend primary schools, and not two per cent. of the Hindu male population attend our primary schools. The aboriginal tribes, too, very seldom attend school. Especial attempts have been made to teach the Gonds. One such attempt is recorded in the historical summary. Another attempt has been made in Chhindwara, where the Free Church of Scotland have a mission established for Gonds, but there are no Gond schools. It is not that our primary school system is unsuitable for Gonds that Gonds do not attend. People of the same status amongst Hindus do not usually attend school or send their children to school.

If special schools are opened in remote villages in the sparsely peopled tracts of the Central Provinces, there must be an especial inspecting agency; and for some years at least that agency must be European. It would not do to leave these schools to tahsildars. In January 1870 the Forest Department opened a school for Kurkus in the Bawargarh forest. The following joint memorandum was prepared by the Inspector General of Forests and the Conservator of Forests, for this Bowargarh school, and similar schools that were to be opened :—

"There are four classes of subordinate forest officers :—
Darogahs from Rs. 50 to Rs. 150.
Jamadars from Rs. 25 to Rs. 44.
Duffadars from Rs. 12 to Rs. 20, and
Watchers from Rs. 6 to Rs. 8, per mensem.

"It is intended that ultimately the duties of these officers in connection with the State or reserved forests shall be distributed as follows :—

"Each reserve to be eventually divided into beats and ranges, and each to be placed in charge of a watcher, who will be responsible for its protection. Darogahs and jamadars to have executive charge of the reserve, assisted by duffadars. A portion of these men are employed in the work connected with timber operations and the charge of the unreserved forest.

"One of the principal difficulties with which the department has hitherto had to contend is the frequent ill-health of the superior Native forest officer. Some of the best men have been taken from Native regiments, but, with few exceptions they have suffered from constant attacks of fever, which may justly be termed the scourge of the Forest Department in these provinces.

"Of the four darogahs attached to the reserved forests of this division no less than three, although not wholly incapacitated for the performance of their duties, are unable to perform them with the spirit and energy that should be expected of men in their position. The same has been the case with men taken from other classes.

"It seems therefore right that an attempt should be made to obtain men for these appointments from the villages situated in the immediate vicinity of and within the forests.

"In the Western Division these people are mostly Kurkus, who having been born and bred in the forests are habituated to the climate and less liable to fever than people taken from the plains. Their physique and intelligence is good, but they are utterly illiterate. Even for the lower grades of the subordinate establishment, a slight knowledge of reading, writing, and arithmetic is necessary, and we therefore propose that as an experiment a limited number of vernacular schools be established in some of the forest villages that are included within the reserves. As these villages are under the control of the Forest Department these schools should be established and controlled by the forest officers.

"At the outset we would suggest the formation of five village schools in the different reserves of the Western Division. The branches of instruction to be at first purely elementary reading, writing (Urdu), and arithmetic. A schoolmaster on Rs. 20 per mensem for each school would, we believe, suffice. He would be under the control of the darogah, or other resident executive officer in charge of the reserve, and the schools would be inspected periodically by the superior forest officers. In addition to this we would suggest that one of these five schools be selected to be developed gradually into a special institution of a superior kind, where carpentry, blacksmith's work, and ultimately surveying and practical forestry should be taught.

"At first we would only propose that a carpenter's and blacksmith's workshop be established; this may perhaps be done in connection with a timber depôt, and would be utilised for the building of carts and tools for the department, and for other purposes.

"The expenditure connected therewith should not, we think, exceed Rs. 30 per mensem. The whole outlay on account of these schools would at first be about Rs. 130 per mensem, and a portion of this outlay would be covered by the value of the work done for the department at the workshops. The first result of this measure will be, we hope, that young lads from these Kurku villages will become qualified as watchers and duffadars, and from their number the most promising men may in time be selected to fill the higher posts of the subordinate establishment.

"We are aware that a series of years must elapse before the results of the measure suggested will become apparent, and that our proposals are more calculated to meet the future than the present requirements of the department; but we feel convinced that it is necessary to make a beginning in this matter.

"We need not dilate upon the general advantages which will result from the establishment of these schools among these wild hill tribes.

"Should the proposals be approved and the experiment prove successful in the Western Division, the measure might be extended to the other divisions of the forests in this province."

The school failed for want of adequate supervision.

Subjects of instruction, the number of pupils learning each language, and the text-books.

85. The subjects of instruction are shown in the curricula in the Appendices. They may be thus grouped.

Lower primary schools.

Language.—1. Reading and the elements of grammar taught *vivâ voce*.
2. Writing.

Arithmetic.—1. Mental Arithmetic.
2. Tables both of whole numbers and fractional parts.
3. Slate arithmetic to the compound rules inclusive.

General knowledge.—1. The Geography of the Central Provinces.

Upper primary schools.

Language.—1. Reading prose and easy poetry.
2. Writing from dictation.
3. Letter writing.
4. Grammar parsing (an elementary text-book is used).

Arithmetic.—1. Rule of three, interest so far as it can be worked without decimals, vulgar fractions, addition, and subtraction of decimals.

General knowledge.—1. Geography of India and Asia.
2. Dr. Cunningham's Sanitary Primer.
3. Map drawing.
4. History of India. The Muhammadan period.

Classes beyond the upper primary standard.

Language.—1. Reading prose and poetry (the Ramayan in Hindi schools.)
2. Grammar, syntax.
3. Writing from dictation, copy writing, letters, petitions, essays.

Mathematics.—1. Arithmetic, the whole,
2. Euclid, 1st book.
3. Algebra to simple equations.
4. Mensuration. Plane table surveying.

General knowledge.—1. Elements of physical science, by Professor Lakshmi Shankar Misra, M. A.
2. Geography. The World and Physical Geography, by Professor Lakshmi Shankar Misra, M. A.
3. Map drawing.
4. The History of India. Hindu and English periods.

The text-books used in our Marathi and Guzarathi schools are those used in Bombay. The text-books in our Telugu schools are those used in Madras. For our Hindi schools we have especial text-books. They are all suitable, except the Hindi history of India; we have no good history of India in Hindi. History in our primary schools is not a popular study. The Urya text-books are those published by the Vernacular School Book Society of Calcutta. They are not very good, but they seem to be the best procurable.

It is absolutely necessary to have cheap books. The cost of the text-books throughout the course is:—

Cost of books for the whole course.

	Rs.	a.	p.	
1.—Hindi lower primary course	0	10	6	Exclusive of slates and copy books.
2.—Hindi upper primary course	1	7	6	
3.—Hindi course beyond the upper primary course	2	10	0	
4.—Marathi lower primary course	1	7	6	
5.— „ upper „ „	1	8	6	
6.— „ course beyond the upper primary course	2	15	0	
7.—Urya lower primary course	1	2	0	
8.— „ upper „ „	2	10	6	
9.— „ course beyond the upper primary course	Text-books not finally selected.			

Hindi, Marathi and Urya are the principal languages taught in our primary schools. For English primary schools it is merely necessary to add a few annas for the purchase of an English primer and first book.

Languages taught.

86. The languages taught, and number of scholars learning each language, may thus be shown for all primary schools for boys and adults in the Central Provinces:—

	Languages.											
	English.	Hindi.	Marathi.	Urya.	Guzarathi.	Tamil.	Telugu.	Latin.	Urdu.	Arabic.	Persian	Sanskrit.
Scholars	2,691	47,204	20,961	2,702	298	172	364*	52	2,608	57	45	75

Latin is taught in an aided school for Europeans; Arabic, Persian and Sanskrit are taught in indigenous schools receiving aid under the payment by results system.

Departmental standards of examination.

87. The departmental standards of examination are as follows:—

Upper primary examination.

i.—To read at sight with fluency and intelligence a passage of ordinary difficulty from a book or newspaper in the vernacular language, or in the case of European and Eurasians, in the English language.

ii.—To write a passage to dictation from the same book or newspaper.

iii.—To work miscellaneous questions in the rule of three, greatest common measure, least common multiple, addition, multiplication and division of vulgar fractions, and in addition of decimals, and in the conversion of vulgar fractions into the decimals, and of decimals into vulgar fractions.

iv.—To pass an examination in any *one* of the following subjects:—

1.—The geography of the Central Provinces and of India.

2.—The Muhammadan period of Indian history.

3.—Hindi grammar as in Bhasa Bhaskar.

NOTE.—Eurasians and Europeans may elect to pass in any one of the above subjects or in English Grammar, the text-book being the Grammatical Primer by Morris; or another text book may be used if approved by the inspector.

Lower primary examination.

i.—To read at sight with facility a moderately easy book in a vernacular language; in the case of Europeans and Eurasians from a moderately easy book in English.

ii.—To write to dictation from the same book.

iii.—To work sums in the first four simple and compound rules of arithmetic, including easy miscellaneous questions.

At Government lower primary schools, the pupils will also be examined in the geography of the Central Provinces, but their promotion to the upper primary schools will not be delayed for failure in this subject only.

School libraries and apparatus.

88. In every primary Government school in the Central Provinces there is a table, chair, and stool, a box or map stand (in most schools), a bench for the school committee, a curriculum in English and in the language taught in the school, a map of the Central Provinces, a black board and chalk, and a copy of each book used in the school. In most schools there are besides the above apparatus, benches, an abacus or counting-frame, maps of India, Asia, Europe, additional black boards, tables and stools in proportion to the number of masters, mats or coarse carpets. In some primary schools there are maps of the world, and all schools have a vernacular dictionary. Some schools are provided with clocks, others with sand-glasses, which are the most common. Many of the larger schools have apparatus for teaching surveying with the plane table, and in some gymnastic apparatus is not uncommon. All English, Hindi and Marathi schools have drill books; a correspondence book, a cash account book, and a furniture and library book are provided for all schools. Copies of the *Central Provinces' News* distributed monthly, are filed. There is also a school minute book for visitors, and a minute book for the school committee.

School accommodation.

89. Generally speaking, primary Government schools have suitable school-houses. Every year as funds permit houses are repaired, sometimes enlarged, and sometimes re-built. For primary schools durability and cheapness are essential. The standard plans provide durable and cheap buildings which may be readily repaired by even an unskilled mason. A girls' school-house for 50 scholars, built after the standard plan, costs Rs. 599, and a boys' school-house for 60 boys costs Rs. 600. They are tiled buildings built in brick and lime. The buildings, if any thing, are too airy, and in exposed situations; where the front has to be walled in half walls are usually built. School committees who desire handsomer buildings usually subscribe towards their cost; and most of the village school-houses and town school-houses are good substantial buildings.

Method of registration of attendance and the means adopted to secure honest returns.

90. In every school there is an admission register and an attendance register. The form of the admission register is :—

Admission.					Discharge.				Remarks.
Register number.	Name of pupil.	Date of admission.	Age at the time of admission.	Parent's name, caste and occupation.	Date of discharge.	Age on the day of discharge.	Period under instruction.	Reason of discharge.	If a boy has been discharged and again enters the school he should receive his former number, and the fact be entered in this column.

The attendance register form is :—

1	2	3	4	5	6							7	8	9
Number according to register of admission and discharge.	Number of class.	Name of scholar.	Date of admission into class.	Number of days present in school since the beginning of the year up to the end of last month.	Daily attendance, &c., of the pupils for the current month.							Number of days attended during each month.	Fees.	Remarks.
					1	2	3	4	5	6	And so on.			
														The 1st January.
Number of scholars present during each day.														

Total number of boys ( )	Number of days the school remained open during the present month.	Number of days the school has remained open since the 1st of January.
Average daily attendance. ( )	Number of boys admitted during the current month.	Number of boys left during the current month.
Total amount of fees realised since the commencement of the school.	Fees realised during the current month.	Total amount of fees from 1st April to the end of the last month.

The sixth column of the above register is filled in twice a day, when the school meets twice a day. As each boy's name is called, the master enters a single stroke against his name, and in the afternoon another stroke is entered. Two marks for a full day's[1] attendance are thus indicated by a cross. Against the name of every boy who is absent is entered a "g" if he is absent without leave, an "r" if he is absent with leave, and a "b" if he is absent from sickness. At the end of every month the master submits to the zila inspector a statement of attendance. In towns there is no difficulty whatever in checking the marking of attendance. For, each master of the main or secondary school in any town is made inspecting master of one of the primary schools, which he visits every month. In village schools the checks against false entries are the visits of tahsildars, naib tahsildars, the zila inspector and other officers. A master in a remote village may fudge his returns for a time, but his detection is ultimately certain. Boys examined know nothing. The register is examined, they are marked as present with fair regularity. The master is at once fined for neglect unless the boy is manifestly dull. Small fines of one or two annas a month are frequently inflicted on masters for every boy over time in the lowest class until the boy is promoted. A master, then, has no temptation to mark boys as present, when they are absent. For, if they are found to know nothing and are declared to be regular, the master is punished.

Arrangements for the training of teachers in primary vernacular schools.

91. There are three Normal schools established to train teachers for boys' schools in the Central Provinces. These schools are situated in Nagpur for the Marathi-speaking districts, in Raipur for the Chhattisgarh division, and in Jubbulpore for the Saugor and Nerbudda territories. Every year candidates for admission to these schools are examined, and a certain number of these that pass are nominated to scholarships. The numbers selected vary with the wants of each district. It is always advisable, so far as practicable, to appoint passed Normal school students to the districts from which they were sent and in which their relatives live. They have greater local weight than strangers, and will serve for less pay near home than in remoter schools. On admission pupils under training receive scholarships of four, five, or six rupees per mensem. Pupils sign an agreement that they will serve in the Educational Department for at least two years after being declared fit, and that they will submit to the discipline of the Normal school. There are 97 scholarships attached to the Jubbulpore Normal school, 40 to the Nagpur Normal school, and 50 to Raipur. The course in the case of village schoolmasters lasts for one year, in that of town schoolmasters the course is for two years. To each Normal school is attached a practising school in which the masters are taught to teach. A certain number of masters under training attend the practising school in turns, so that during their course all receive some practical instruction in teaching. There is also a boarding house attached to each school. In this boarding house the Normal school students live. The practising or model school of the Nagpur Normal school is the lower vernacular branch of the city aided school. It is not under the direct and immediate control of the Educational Department. It costs the Normal school nothing. To establish a Government model school in connection with the Nagpur Normal school would be to enter into direct competition with the lower primary branch of the city aided school, which is hardly a stone's throw from the training school. As already explained, all vernacular town schools are primary schools, and if a town be defined, as for the census, then some of our so-called town schools are situated in places containing less than 5,000 inhabitants, and so are simply large village schools. To the Normal schools of Nagpur and Jubbulpore schools of carpentry are attached. Pupils study in the Normal school for three or four hours a day, and learn carpentry for three or four hours. When these masters are ready they are sent out to open carpentry schools. Such carpentry schools are attached to schools for general education, and boys who wish to learn a little carpentry attend them. The routine of study varies from time to time in the various Normal schools, but the following was the system pursued in Jubbulpore at a time when there was no town school class.

[1] A full day's attendance is an attendance of six hours
Half a day's attendance is an attendance of three hours.

Method of teaching language.

I. The class prepare a portion of their text-book for next day. The pupils are required to derive words of Sanskrit origin, explain Braj or local forms, analyse each sentence and parse all difficult words. If the piece selected be poetry, the scholars arrange the words in prose order.

Arithmetic.

II. Every student brings daily four or five examples neatly worked out in his rough note-book. These are examined by the teacher, who initials each exercise. Other examples on the same rule are then written on the black board, and the pupils work them on their slates. Should mistakes be made, the teacher or one of the senior scholars does the example before all the class.

Geography.

III. The teacher draws on the black board a map of the country to be studied, and directs the attention of the students to points worth remembering. A portion of the text-book is then committed to memory, and the pupils are required to draw from memory on the black board a map of the country whose account they are reading. Traced maps are brought by every pupil once a week.

Dictation.

IV. The day before the lesson the pupils are informed what piece they are to write from dictation. They accordingly master the spelling of all the words in that piece and write it from dictation. The advantage of this method is that the pupils do not have the wrong way of spelling impressed on their mind by the very mistakes they may make.

Composition.

V. Essays on subjects selected by the teacher are required from the students; and lessons on history and school management also cultivate the pupil's power of composition, as will be seen.

History.

VI. Two or three pages are prepared at night, and the students with closed books are examined by the teacher, who himself is allowed to use no book. The teacher supplements the information of the text-book, and the pupils at the close of the lesson sit down and write all they remember. Some of the slates are examined by the class master; all cannot be examined. Those examined are read out.

Physical science.

VII. The whole school is divided into two groups, one section is taken by the superintendent, and one by the first assistant. Lectures framed on the text-books used are given; during or after the lectures the students are freely catechised. This year the Inspector General of Education has been able to supply a set of physical apparatus to illustrate these lectures. The superintendent thinks that some of the best model lessons given at the final examination were on elementary science.

Technical training

VIII. Students are required to:—

(i). Prepare notes of lessons,

(ii). Give model lessons.

(iii). Teach in the model school.

(iv.) Prepare time tables for imaginary schools having any supposed number of masters, teachers, classes and hours of study.

(v). Give lessons on school management.

(vi). Draw maps and write on the black board.

(vii). Keep common-place-books. Notes of lessons are prepared according to a given pattern, and if the subject is geography, they are accompanied by a neatly drawn map. As the Normal school is divided into four classes, four model lessons, one before each class, are given daily. Each class teacher has a critique-book in which he remarks on the pupil-teacher's method, mistakes, manner, &c., and these remarks are read out in class. The pupil-teacher devotes the last five minutes of his lecture to the examination of his class. The value of the lesson is gauged by the amount the class have understood and remembered.

The model school.

IX. Nine students are sent daily in rotation to teach in this school. No pupil-teachers are allowed to administer punishment. They report to the master in charge of the model school.

The night school.

X. Attendance at this school is compulsory. The junior masters take charge of the night school week and week about. On Saturday night's lectures are given and plays acted. The principal of the high school lectured on chemistry and illustrated his lecture by experiments. The Inspector General of Education heard lectures on "diet" and "school management" given by two of the assistant teachers, and was present at a play from the Mahabharat, which the men acted well.

Industrial class.

XI. The industrial students read with their class from 6 to 9 A. M. They then practise free-hand drawing until 10, and at 2 P. M. they assemble in the workshop and work until 6 P. M. The superintendent has found that most men who show any taste for drawing make good mechanics. The best carpenter is the best draughtsman.

Gymnastics.

XII. Each day a class is taken to the gymnasium by the master in charge, and all the men are put through their exercises by the gymnast.

Examinations and scholarships.

XIII. There are weekly examinations, and once a quarter the scholarships of all the pupils are rearranged according to results. The scholarships are of different values. All the classes are parallel classes The whole school receive the same questions, and thus class is compared with class, and teacher with teacher, and there is some emulation. The results of each examination are entered in a register, and the papers are returned to the students. The questions are then answered on the black board by the teacher before his class.

The boarding school at Jubbulpore is under the charge of one of the assistant teachers. Similar methods are pursued in Nagpur and Raipur.

The curricula of Normal schools

92. The curricula of Normal schools embrace instruction in:—

Language	(1)	Reading and grammar.	
	(2)	Spelling and hand-writing.	
Mathematics	(1)	Arithmetic.	
	(2)	Mensuration.	
	(3)	Plane table surveying.	
	(4)	Euclid, 1st book.	For the second year students only.
	(5)	Algebra, simple equations.	For the second year students only.
General knowledge	(1)	Geography, history, and the elements of natural philosophy.	
School method	(1)	Practical teaching and the school manual.	
Physical training	(1)	Drill and gymnastic exercises.	

In Sambalpur for Urya masters there are two training classes attached to the Bargarh town school and the Sambalpur zila school. In Raipur and Jubbulpore Hindi is taught; in Nagpur Marathi. Every year the pupils are examined, and those that pass are either sent out as schoolmasters or are selected to receive a second year's training.

Form of certificates.

93. The form of certificates is:—

No.

Village Schoolmaster's Certificate.

*Name*_____

*Age*_____

*Race*_____

Whose moral character is believed to be good was examined at

on the in the subjects below noted,

and his proficiency is recorded. He is deemed worthy of registration as a village schoolmaster of the grade.

		Maximum marks.	Marks obtained.
A.—Language	The language and grammar	60	
	Handwriting	20	
	Spelling	20	
	Total	100	
B.—Mathematics	Arithmetic	60	
	Plane table surveying and mensuration of a surface	40	
	Total	100	
C.—General knowledge	The History of India	30	
	Elements of physical science	30	
	Geography and map drawing	40	
	Total	100	
D.—School method	Class tuition	50	
	School Manual	50	
	Total	100	
	GRAND TOTAL	400	

N. B.—Each candidate must, to pass, obtain ½ marks in each group of subjects A, B and D, and ¼ in C. At least 20 of the ½ marks required in groups A and B must be obtained in language and grammar in group A, and in arithmetic in group B.

If he obtains one-half of the whole, he is granted a second-class certificate; if three-quarters, a first-class certificate.

On the back of the certificate is a place for the inspector's remarks at each annual school inspection. If the man does well his certificate is raised a grade.

Results of annual examination and total expenditure.

94. In 1881-82 the following were the results of the annual examination:—

	Students.	Passed.	Average attendance.	Total cost.	Annual cost of educating each pupil.
Nagpur Normal School	38	30	34	5,148	147
Jubbulpore Normal School . . .	92	68	83	11,220	125
Raipur Normal School . . .	50	42	45	8,963	79
Sambalpur pupil-teachers . . .	10	7	9	679	68
TOTAL .	190	147	171	21,010	113

The above expenditure includes the expenditure on schools of carpentry attached to the Normal schools. In general statement No. 3 such expenditure is shown under the head of technical schools' expenditure, and not under Normal school expenditure. The expenditure on wood for carpentry schools is not shown in the above statement, as that is more than met by the earnings of the carpenter schools attached to the Normal schools.

Number, pay and prospects of vernacular Government schoolmasters.

95. There are in the Central Provinces 1,587 masters in primary Government boys' schools. Most of these masters are certificated and trained,—1,455 are certificated. The only districts in which there are many untrained masters are Bhandara, Chanda and Hoshangabad. The pay of vernacular teachers in Government primary schools varies from Rs. 6 to 35 a month. The persons drawing less than Rs. 6 are monitors in Government schools, or pupil-teachers. The prospects of vernacular teachers are fairly good. No vernacular teachers can hope to receive more than Rs. 30 or 40 a month in the Educational Department. Some men of approved service obtain appointments in other departments, such as the Excise Department, where a knowledge of English is not always essential. Many schoolmasters are beloved and respected by the people. Some schoolmasters manage the village post office, and others sell licenses for forest produce. About twelve years ago, when the Inspector General of Education visited one of the northern circle primary schools, he found very few scholars present and the attendance unusually bad. The committee, as is customary, attended the inspection, and were asked why the attendance had grown so poor. They said—"The people find it too expensive to send their children to school. When the master sees any boy idle, he writes him a letter and gives it to one of the senior scholars, who takes it out of school, walks round to a side door, and calling out the name of the boy to whom the letter is addressed, says here is a letter for you bearing postage. The boy has then to pay half an anna, and if he gets many bearing letters, it becomes rather expensive."

Expenditure on primary schools from all sources.

96. The cost of primary education was thus met in 1881-82 in the Central Provinces:—

Sources of income.	English primary schools.			Total.	Vernacular primary schools.			Total.
	Government.	Aided.	Unaided.		Government.	Aided.	Unaided.	
				Rs.				Rs.
Provincial revenues	10,236	5,760	46	16,042	41,894	18,736[1]	...	60,630[1]
Local cesses	...	...	...	...	111,566	...	...	1,11,566
Municipal grants	2,926	1,356	...	4,282	14,651[1]	1,176[1]	...	15,827[1]
Fees	3,661	2,953	25	6,639	14,362	2,002	147	16,511
Subscriptions	745	7,103	430	8,278	4,537	16,725	757	22,019
Other sources	...	671	...	671	321	1,195	1,536	3,053
Total	17,568	17,843	501	35,912	187,331	39,834	2,440	2,29,605

The total expenditure from all sources on primary education was thus Rs. 2,65,517.

Expenditure on primary schools in 1870-71 and 1881-82.

97. The cost may be thus compared with the returns of 1870-71:—

Sources of income.	English primary schools.		Vernacular primary schools.	
	1870-71.	1881-82.	1870-71.	1881-82.
		Rs.	Rs.	Rs.
Provincial revenues	Not known.	16,042	43,595	60,630
Cesses	"	...	93,549	1,11,566
Municipal grants	"	4,282	18,163	15,827
Fees	"	6,639	55,259	16,511
Subscriptions	"	8,278		22,019
Other sources	"	671	...	3,052
Total	"	35,912	2,10,566	2,29,605

There has thus been an apparent increase of expenditure on primary schools for boys and adults of Rs. 54,951. But some of this increase is only fictitious, as in 1870-71 the expenditure on English primary schools was massed with that on middle schools. There has been a real increase of more than Rs. 19,039 on vernacular primary schools.

Scholarships and prizes.

98. To every district is allotted a small sum for prizes to primary schools. Half of this sum is usually spent by the Deputy Commissioner and half by the circle inspector. There is also in addition a small sum set aside for each circle inspector and for the Inspector General of Education for distribution in prizes. The sum set aside for prizes in the budget of 1881-82 was for primary schools Rs. 3,300. Books, toys, dhoties, knives, caps, pencils, slates, handkerchiefs, pictures, and sometimes money and sweetmeats, are given as prizes. For the last two or three years the Inspector General of Education has received from England boxes of cheap prizes,

[1] Includes a grant to adult schools.

slates at 9½*d.* a dozen, and so on. On the whole the boys prefer books and slates as prizes. Primary school scholarships are given by selection. Boys who commence to hold them should usually be less than 12 years of age. They cannot be conveniently collected at centres for examination. Inspecting officers, as they proceed from school to school, note promising boys and give them scholarships. Primary school scholarships may be held at a vernacular school, or at an English school. If they are held at a vernacular school they are tenable for two years, *i. e.*, for two years beyond the upper primary standard; if they are held at an English school they are tenable for four years. The sanctioned primary scholarship expenditure for 1881-82 was:—

1. For village boys	5,284
2. Tenable at vernacular town schools or at English schools	3,420
3. Tenable at superior middle or inferior middle schools	1,380
4. Tenable at superior middle schools	1,620
TOTAL	11,704

Especial schools for low-caste boys.

99. There are still a few especial schools for low-caste boys. At Bhandara there is an aided Mahar school, at Hinganghat there is one, at Bilaspur another, and in Sambalpur there is a school for Gondas. In these schools, opened especially for low-caste boys, there were 111 scholars. There used formerly to be more schools of this class. But, as before mentioned, their masters were often Muhammadans, and by degrees the low-caste boys disappeared and were replaced by Muhammadans.

SECTION III—C.

SECONDARY EDUCATION.

What secondary instruction is.

100. Secondary instruction includes instruction beyond the upper primary grade and before admission to college. Secondary instruction in the Central Provinces is given in the middle and high schools. The upper primary examination test is the means of admission to a middle school; the middle-school examination test is the entrance to a high school. The statistics of 1881-82 cannot be very usefully compared with those of 1870-71 so far as high and middle schools are concerned. For, in 1870-71, high schools included middle and primary departments, and middle schools included upper primary departments. Now our middle and high schools contain only middle and high school classes. Thus our high schools have but two classes, namely the entrance and preparatory classes. Superior middle schools have three classes, and inferior middle schools two classes.

Its extent.

101. The comparative statistics of secondary education are as follows:—

	1870-71.		1881-82.	
	Schools.	Pupils.	Schools.	Pupils.
High schools.				
Government	2	281	1	149
Aided	2	513	4	172
Total	4	794	5	321
Middle English.				
Government	44	5,063	38	1,952
Aided	8	898	12	527
Total	52	5,961	50	2,479
GRAND TOTAL	56	6,755[1]	55	2,800

[1] The decrease in numbers is merely apparent, for in 1870-71 scholars in primary and middle departments were returned as high and middle school scholars.

Government high and middle schools have decreased in numbers, whilst aided high and middle schools have increased. The Government high school that has been closed is that of Chanda. The boys all left when certain low-caste pupils were admitted. The school has not been reopened, as the aided high schools of Nagpur are sufficient for the wants of the Marathi-speaking districts. The middle schools closed have been replaced by vernacular primary schools. They have been closed only in those localities where they were not wanted, and in which the promised subscriptions for their support could not be collected. The solitary Government high school contains nearly as many pupils as all four aided high schools put together. The reason is, that the Government High school is provincial and is supported by drafts of scholars from all the Government middle schools in the Hindi-speaking districts. The pupils from the middle schools of the Marathi-speaking districts usually attend, as before noted, one or other of the aided high schools in Nagpur. The average number of pupils in each aided high school is 43, and in the Government high school there are 149 scholars. In each Government middle school the average number of pupils is 51; in each aided school it is 44 nearly.

Expenditure on secondary schools.

102. The detailed statistics of attendance and expenditure on all secondary schools for boys, and their success in the prescribed examinations may be thus shown :—

	Number of schools.	Number of scholars.	Average number enrolled.	Average daily attendance.	Passed the Entrance examination.	Passed the Middle-school examinations.	Expenditure. Government.	Expenditure. Other sources.	Expenditure. Total.	Total cost of educating each pupil.
							Rs.	Rs.	Rs.	Rs. a. p.
High English.										
Government	1	149	100	84	22	...	8,530	1,093	9,623	96 3 8
Aided	4	172	167	135	29[2]	...	6,312	8,569	14,881	89 1 9
Total	5	321	267	219	51	...	14,842	9,662	24,504	91 12 5
Middle English.										
Government	38	1,952	1,741	1,445	...	176	43,268	14,669	57,937	33 4 5
Aided	12	527	517	392	5	61[1]	7,801	10,329	18,130	35 1 1
Total	50	2,479	2,258	1,837	5	237	51,069	24,998	76,067	33 11 0
Grand Total	55	2,800	2,525	2,056	56	237[1]	65,911	34,660	1,00,571	39 13 1

Regarding the apparent greater costliness of education in the Government high school than in an aided high school, it is remarked that the Government high school passed nearly as many pupils at the entrance examination as the aided high schools together, and that the actual expenditure on the Government high school is a matter of calculation, as also in aided high and middle schools; for, the Government high school has a college department. This year the Government of India refused to allow of two B. A. classes being added to our curriculum; so that on the discontinuance of the third year college class the senior and more highly-paid professors did much of the high school work, and hence the apparent cost of education in the high school increased, while the apparent cost of education in the Government college decreased. Aided high schools have no college department, but they have middle departments, and

[1] The unaided Sconi mission school also passed three students, and two private students passed, or 242 passed in all.
[2] Five boys passed from the Bishop's school, Nagpur, considered to be a middle school, and whose high school statistics it is not possible to separate entirely from the middle school statistics.

their middle school expenditure has to be separated from their high school expenditure. In 1870-71 the expenditure on high and middle schools was not separated from the expenditure on the primary English school departments. It is useless therefore to attempt any comparison. It may be remarked, however, that while in 1870-71 our middle schools passed only 50 scholars, in 1881-82 they passed 237 scholars; and our high schools, which in 1870-71 passed only 21 at the matriculation examination, passed 51 in 1881-82; and five boys passed from a middle school for Europeans and Eurasians. Thus our schools are more than twice as efficient as thay were ten years ago.

(*a*) Middle schools.

103. All the aided middle schools are in Jubbulpore and Nagpur. There are no aided middle schools except in these towns. The population of Jubbulpore, with the suburb of Garha, is 75,705, and the population of Nagpur is 98,299. Government middle schools are of two kinds, superior and inferior. Every district has a superior middle school at head-quarters except Chhindwara, Balaghat and Mandla, which only have inferior middle-class schools. Our inferior middle-class schools are situated all over the provinces in the larger towns, and only in those towns whose population or Municipalities give something towards their support, Mandla and Burha, the head-quarters of Balaghat, being omitted. The following table shows the distribution of middle schools,—all are English schools:—

District.	No. of towns of 5,000 or more inhabitants.	Number of middle schools.			Number of scholars.			Total expenditure on middle schools.
		Government.	Aided.	Total.	Government.	Aided.	Total.	
								Rs.
Nagpur	9	7	7	14	318	388	706	20,910
Bhandara	4	1	...	1	82	...	82	2,093
Chanda	3	3	...	3	144	...	144	4,536
Wardha	5	5	...	5	159	...	159	5,272
Balaghat	...	1	...	1	27	...	27	566
Betul	...	1	...	1	38	...	38	1,617
Chhindwara	3	1	...	1	31	...	31	943
Seoni	1	1	...	1	43	...	43	1,746
Jubbulpore	3	1	5	6	33	139	172	7,018
Saugor	5	1	...	1	227	...	227	5,178
Damoh	2	2	...	2	93	...	93	2,823
Mandla	...	1	...	1	56	...	56	988
Hoshangabad	4	4	...	4	150	...	150	5,821
Narsingpur	2	2	...	2	102	...	102	3,594
Nimar	2	2	...	2	154	...	154	4,095
Raipur	2	3	...	3	154	...	154	3,898
Bilaspur	2	1	...	1	60	...	60	1,688
Sambalpur	1	1	...	1	81	...	81	3,291
Total	48	38	12	50	1,952	527	2,479	76,067

Average age of pupils at middle schools and the creeds and races of the scholars.

104. The average age of pupils at Government middle schools is 13·57, and the average age at aided middle schools is 14·55. The creeds and races of the pupils under instruction may be thus shown :—

	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Gonds or other aboriginal tribes.	Jews, Parsis and others.	Total.
Number of scholars at Government and aided middle schools for boys.	78	22	2,139	230	7	3	2,479

The Hindu scholars are therefore nine times as numerous as the Muhammadan pupils, but the number of Hindu males is to the number of Muhammadan males in the population of the Central Provinces as 26 to 1, or the Muhammadans avail themselves more largely of middle-class education than do the Hindus.

Classes from which the pupils are drawn.

105. The majority of pupils attending middle schools belong, except in aided schools, to the lower classes. The social position of all pupils in middle schools may be thus shown :—

	Upper classes.	Middle classes.					Lower classes.							Grand Total.
		Government service.	Estates.	Professions.	Trades.	Total.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Religious mendicants.	Total.	
Government schools.	17	363	195	92	98	748	478	168	214	115	132	80	1,187	1,952
Aided schools .	4	187	88	95	39	409	70	8	11	6	19	...	114	527

Subjects of instruction.

106. In all our middle schools English is taught and a vernacular language, and in some schools also a classical language. The subjects of instruction are in Government middle schools—

Language.—The English language and grammar.
A vernacular language and grammar.
A classical language and grammar.[1]
Composition is taught in middle schools chiefly by translation.
Copy-writing, writing from dictation.

Mathematics.—Arithmetic—the whole.
Algebra—to simple equations.
Euclid—33 propositions of the 1st book.

[1] When the staff admits of such instruction being given.

General knowledge.—The geography of the world.
Map drawing.

The history of India in the vernacular.

Physical training.—Drill and gymnastics.

Instruction is given usually through English. Every effort is made to teach English as a living language. Great stress is placed on a good acquaintance with English and one vernacular. It is felt that a boy well-grounded in English, and having a good acquaintance with one of the vernaculars, may carry on his own education after he leaves school. Boys well-grounded in these languages, too, pass more easily and with greater success through their high school course than those less perfectly acquainted with English.

As our Government high school receives pupils from all the middle schools of the Hindu-speaking districts of the Central Provinces, and as the aided high schools of Nagpur receive pupils from the middle schools of the Marathi-speaking districts, the testimony of the managers of these schools is important. All say that they now receive boys better prepared than formerly.

Text-books used.

107. The text-books in use in Government schools are shown in the curricula which appear in Appendix.

In English the "Royal Readers" are adopted in Government schools, and in aided schools too they are very generally used. For English composition, the books commonly used are:—Babu Mathura Prashad's "Practical English," the "Bhashantar Pathmala," and translations from some of the vernacular text-books into English. In the middle-school course it is better to teach English composition to Native students by means of translation than by original essay-writing. In the one case they merely have to clothe their author's ideas in English; in the other case they have to find both ideas and expressions, and are apt to write nonsense. The number of pupils learning each language is:—

	Languages.									
	English.	Sanskrit.	Persian.	Hindi.	Urdu.	Marathi.	Urya.	Gujarathi.	Telugu.	Latin.
Government middle schools.	1,952	133	76	885	244	737	251	15	17	...
Aided middle schools	527	81	16	118	17	301	...	...	16	63
Total .	2,479	214	92	1,003	261	1,038	251	15	33	63

Departmental standards of examination.

108. The only departmental standard of examination of middle schools is the middle-school examination. This examination is conducted at certain fixed centres. The places of examination in 1881-82 were Nagpur, Jubbulpore, Damoh, Saugor, Hoshangabad, Burhanpur, Betul, Chhindwara, Seoni, Raipur, Bilaspur,

Sambalpur, Mandla, Dhamtari. The centres must be numerous, as the area of the Central Provinces is so considerable and travelling difficult. The examinations, too, are held during the rains; and in the Central Provinces there are a good many unbridged rivers. It is more convenient to hold the middle-school examination in the rains, as the circle inspector and the Inspector General of Education are then usually at head-quarters. Were the examination held in the cold weather it would interfere with the tour of inspecting officers. It used to be held in November, and the delay in transmitting the papers and in publishing the results was intolerable. The high school classes cannot be formed until the results are known. The subjects of examination are:—

I. The English language and the candidate's vernacular, or Latin or French.	i.—Translation of easy passages of English into the candidate's vernacular, or of Latin, or French into English.	III. Grammar and geography.	i.—Easy questions in English, Latin or vernacular grammar.
			ii.—The geography of the Central Provinces, and of India especially, and the outlines of the geography of the world.
II. Euclid.	ii.—The definitions, axioms, &c., and the first twenty-six propositions of Euclid, Book I.	IV. Mathematics.	i.—Arithmetic and algebra to simple equations.

The best scholars are awarded scholarships, which are tenable at any high school in the Central Provinces. In 1881-82, 485 pupils were examined[1], 314 passed and 63 gained high school scholarships.

There is no middle-school vernacular examination.

109. We have no middle vernacular schools, but in some Government vernacular schools we have boys who have passed beyond the upper primary standard. In Government vernacular primary schools of the Central Provinces there were at the close of 1881-82, 51,495 students, of whom 1,894 had passed beyond the upper primary standard. They are arranged in two classes, the fifth and sixth. They are examined, and the examination results are recorded in each school minute book, but the number of promotions from the fifth to the sixth class is not massed and sent to the Inspector General of Education. The only school examination results for the whole province usually collected and tabulated are the results of the upper and lower primary examinations, the middle-school Anglo-vernacular examination, and the entrance examination.

Middle school libraries and apparatus.

110. Every Government middle school has a library. The apparatus found in all middle schools are maps, both in English and in vernacular, black boards, benches, tables, chairs for the masters, diagrams and pictures of various kinds. All the middle schools are either matted or covered with some kind of floor-cloth. A copy of every book read in the school is supplied for each master's use. Every year, as funds permit, school libraries and school furniture are increased and improved. Most Government middle schools have been furnished with gymnastic apparatus. Some aided middle schools also have libraries and one or two have gymnastic apparatus. The best of the aided middle school libraries is perhaps that of the Bishop's school, Nagpur. At any of the Government schools, a boy may have any of the library books he pleases to read. All the books belonging to any school library are kept in an almirah and are catalogued. They are in the charge of each head master who is responsible for their safe custody.

Middle school accommodation.

111. The school accommodation in middle schools in the Central Provinces is generally excellent, both as regards light and ventilation, and the furniture is usually sufficient.

Method of registration of attendance.

112. The head masters of middle schools are all highly respectable European or Native gentlemen. They do not cheat, nor do they allow their subordinates to cheat when registering attendance. After school has commenced the head master usually records the attendance, or each master records the attendance of

[1] In General Form 4, pupils who have once passed and come up again to try for a scholarship are omitted.

his class and the results are communicated to the head master. The same system of marking attendance is adopted in middle schools as in primary schools. The writer of this report does not remember during the last 20 years any attempt being made by any Government middle schoolmaster to cheat in recording attendance. As the payment by result system has not been introduced into our aided middle schools, aided middle schoolmasters are not exposed to any temptations to cheat.

Middle-class schoolmasters, their pay and prospects.

113. Middle schoolmasters are usually matriculated,—some have passed the F. A.,—two or three are graduates. In the Central Provinces for some years past, clerks of the court, tahsildars, naib tahsildars, have been recruited from middle schoolmasters, or from men who were once middle schoolmasters. The Native gentleman selected for the most onerous and responsible duty falling to the head of the census office was once a middle-class schoolmaster in these provinces. Consequently we obtain very competent men. They have not had any especial training in teaching, but they have passed before obtaining their appointments probably some 10 or 12 or more years at school and college, and they have observed the methods pursued, and they adopt them. They also eagerly read any books on the art of teaching circulated to the libraries. The total number of Government middle-class schoolmasters is 85. Their pay varies from Rs. 15 to Rs. 200. Their prospects are good. Similar remarks apply for the most part to aided schools.

The expenditure from all sources on middle schools is shown in General Form No. 3, and also in paragraph 102 of this Report.

Fees, their rates and exemptions from payment.

114. Government middle schools are of two classes, inferior middle schools and superior middle schools. The fee-rates in the superior middle schools, or zila schools, are for agriculturists four annas, and for non-agriculturists eight annas. In inferior middle schools, boys pay three annas if they are the sons of agriculturists, and six annas if they are the sons of non-agriculturists. In middle-class aided schools, all of which are situated in the towns of Nagpur or Jubbulpore, and therefore cannot be compared with Government middle schools not situated in such populous places, the fee-rates vary. In the Free Church school, Nagpur, the fees in the middle department vary from five to eight annas, in the city aided school the fee is six annas for the middle department, and in the Anglican Church mission middle school at Jubbulpore the fees vary from one anna to eight annas. In Government middle schools, the fees are either paid into the treasury or are deducted from the establishment bill. The fee collections in Government high and middle schools are shown below. They have steadily increased during the last three years.

	1879-80.	1880-81.	1881-82.
	Rs.	Rs.	Rs.
Government high and middle schools . . .	5,249	5,621	6,185
Aided „ „ „ . . .	3,010	3,662	3,974

The average number of boys enrolled in Government high and middle schools in 1881-82 was 1,811. This gives an average rate of about Rs. 4 per annum, or four annas per month per boy. The average number of boys enrolled in aided high and middle schools was 684, which gives an average annual rate of Rs. 64 per boy, but this rate includes fees for European and Eurasian boys, boarding fees as well as schooling fees; and such fees vary from Re. 1 to Rs. 5, and from Rs. 8 to Rs. 15 a month for each scholar or boarder. And it must be remembered, as before mentioned, that the aided middle and high schools are in the

largest towns in the Central Provinces. In Government middle schools, only five boys per school may be exempted from fee payments. In the Government high school, no boys are exempted from fee payments. It is thought that if boys are poor and clever, they can obtain scholarships which will enable them to pay fees.

Scholarships and prizes.

115. Scholarships are given to those boys who do best in the middle school examination. Any one under 17 years of age may compete for these scholarships, and may hold them at any recognised high school, provided he is a Native of these provinces, or has resided in the Central Provinces for at least three years previous to competition. As we have already noted 314 scholars passed the middle school examination in 1881-82. To the first 65 boys scholarships were given; scholarships are liberally given in the Central Provinces. As there is but one Government high school, and there are no aided high schools out of Jubbulpore and Nagpur, so each scholar has to attend a high school from a distance. Of 149 students 132 are from a distance and 17 from Jubbulpore. There were 75 scholarships held in the Government high school at the close of March. In the Free Church mission school there were 19 scholarships, in the city aided school, Nagpur, 18, in the St. Francis DeSales school five, and in the Church mission school, Jubbulpore two. Pupils may select to hold these scholarships at any high school, Government or aided or unaided. As so many scholars attend high schools from a distance, boarding schools are established. Prizes are given in Government middle schools after examination by the circle inspector. Prizes are also given to aided schools occasionally. There are five scholarships attached to the Saugor middle school. The Jubbulpore Government high school was formerly located at Saugor, but was removed to Jubbulpore for convenience of inspection, Saugor not being on the line of railway. They are partly paid for from the old Saugor school fund, which has been credited to Government. Of the 70 middle school scholarships 67 were gained by Natives and three by Europeans; 48 were gained by Government schools, and 22 by aided schools. The nature of the examination has been already described in paragraph 108.

High schools in the Central Provinces.

116. There is but one Government high school in the Central Provinces. It is a provincial high school, and receives scholars only from Government middle or aided middle schools conducted by Native gentlemen. It does not receive scholars from the Anglican Church mission school at Jubbulpore, as that school has its own high school department; unless indeed the manager of that school gives a passed middle school student a letter saying that the manager desires that the boy may be admitted. There were at the close of 1881-82 149 scholars in the Government high school at Jubbulpore, of whom, as before mentioned, 132 came from districts remote from Jubbulpore and 17 were educated in the Jubbulpore city aided middle school conducted by Native gentlemen. Besides the Government high school there are four aided high schools. The Government high school contains 149 scholars, the four aided high schools 172 scholars. The Government high school passed 22 scholars at the matriculation examination. The four aided high schools passed[1] 29 scholars. The cost of the Government high school with 149 pupils to provincial revenues was Rs. 8,530, and the cost of the four aided schools with 172 scholars to provincial and Municipal revenues was Rs. 7,234.

The extent of high school education.

117. The statistics of high school education are given in paragraph 101 and in the forms appended to this report. It is hardly necessary to repeat them here. It is sufficient to observe that 321 high school scholars at Government and aided schools cost Rs. 24,504, of which the State paid Rs. 14,842: Municipalities paid Rs. 922. The fees amounted to Rs. 2,452, and subscriptions to Rs. 5,798. Municipalities give to aided high schools, but give nothing to the Government high school.

[1] Five scholars also passed from a middle school for Europeans and Eurasians.

118. There are but two classes in high schools. In the two classes the pupils are prepared for the entrance examination of the Calcutta University.

Subjects of instruction.

The curriculum in the Government high school is as follows:—

PREPARATORY ENTRANCE CLASS.

English.—Lethbridge's Easy Selections. Hiley's Grammar with Exercises; Gordon's Exercises, Part 1; Morell's Analysis and Parsing.

Sanskrit.—First Book of Sanskrit ½ year's course. Second Book of Sanskrit ½ year's course and Shastris Notes.

Persian.—Entrance course, appointed by Calcutta University, part of the:—Persian Grammar with notes by the Moulavi.

History.—Lethbridge's History of India, whole.

Geography.—Clarke's Geographical Reader.

Mathemtics.—Euclid I, II, and part of III, with introduction to mensuration. Algebra to simple equations. Arithmetic, the whole.

ENTRANCE CLASS.

English.—Selections appointed by Calcutta University. Hiley's Grammar with Exercises. Gordon's Exercises Part II. Analysis and Parsing.

Sanskrit.—Course as appointed by Calcutta University. Grammar and oral notes by the Shastri.

Persian.—Entrance course appointed by the University, and revisal of the work done in the preparatory entrance class. Grammar and notes by the Moulavi.

History.—Edith Thompson's History of England. Revisal of Lethbridge's History of India.

Geography.—Blanford's Physical Geography. Revisal of Clarke's Geographical Reader.

Mathematics.—Euclid, books I to IV. Algebra to simple equations. Arithmetic, the whole.

The curriculum in aided high schools is similar, except that in European and Eurasian schools Latin is studied instead of Sanskrit or Persian. The number of pupils studying English was 321, a classical language 317.

119. The only standard of examination in high schools is the entrance examination; for passes see paragraph 116.

Standards of examination.

120. There is but one Government high school. It is well furnished with apparatus, and shares the college library. Aided high schools, too, usually have suitable apparatus and one at least has a library.

School libraries and apparatus.

121. The Government high school is suitably lodged. Every year as pupils increase additions are made to the building. The aided high schools have excellent buildings, except only the Saint Francis De Sales' high school, in which are many boarders. The boarding accommodation is insufficient, and a grant might be given to increase the accommodation.

School accommodation.

122. The majority of pupils attending our high schools are from the middle classes of society. In the Goverment high school at Jubbulpore, only two belong to the upper [1] classes of society, 102 belong to the middle classes of society,

Class of pupils attending high schools.

[1] I.—The 'upper classes' include those whose income amounts to Rs. 10,000 a year, if derived from Government service, estates or professions or from trade.

II.—The 'middle classes' include those below the upper classes, who are (1) officers of Government other than menial servants, constables, and the like; (2) holders of realised property yielding an income of Rs. 200 a year and less than Rs. 10,000; (3) Professional men with incomes of more than Rs. 200 per annum but less than Rs 10,000; (4) merchants, bankers, and large traders with incomes of more than Rs. 500 but less than Rs. 10,000 per annum.

III.—The 'lower classes' include all who are not included in the other two.

and 45 to the lower classes. Of those belonging to the middle classes, 71 are the children of Government servants. The Muhammadans that attend high schools are 17, the Hindus 298, the Native Christians two, and Europeans and Eurasians two. The Hindus are to the Muhammadans in the proportion of 17 to 1. The Hindu population is to the Muhammadan population as 26 to 1. Thus in high schools, in middle schools and in primary schools there are to be found in proportion to the population more Muhammadans than Hindus. The social position of scholars in all the high schools of the Central Provinces may be thus tabulated:—

	Upper classes of society.	Middle classes.					Lower Classes.							Grand Total.
		Government service.	Estates.	Professions.	Trades.	Total.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Priests and mendicants.	Total.	
Government High School . .	2	71	10	5	16	102	11	12	2	7	0	18	45	149
Aided High Schools . .	1	33	45	16	11	114	21	21	13	0	2	0	57	172

Scholarships and prizes.

123. Prizes are given by the Inspector General of Education and by the president of the high school after the annual examination. To each of the first two boys in the matriculation examination is given a prize of 25 rupees. In 1881-82, 58 scholars and teachers passed the matriculation examination, and scholarships were given to the first 40. The value of the scholarships varies from 12 rupees to 7 rupees. Europeans and Eurasians receive the more highly-paid scholarships. They are called Sir Stafford Northcote scholarships. Last year four European boys obtained scholarships after passing the entrance examination, one of them obtaining the second place among the Central Provinces' candidates.

The special methods adopted for the education of the sons of Native Chiefs.

124. For the sons of Native Chiefs a Rajkumar school has been opened. At the close of March there were 16 students. They are wards of Government or the sons of zemindars and feudatory Chiefs. Four of the 16 pupils are Raj-Gonds. The feudatories of Khyragarh, Sarangarh, Sakti and Nandgaon are represented. The fee charged is Rs. 25 or Rs. 50 a month according to the estate of the pupil. Each student has two rooms besides a cooking and dining room, and there is ample room for servants, ponies, &c. Cricket and lawn tennis grounds are about to be laid out. The president of the Jubbulpore college is the manager of the wards' institution. The pupils are from 10 of the 18 districts of the Central Provinces. Four are from Raipur and four from Jubbulpore. The school was only commenced in January 1882. The vernacular subjects of study are those taught in our vernacular schools, and English is taught as in our middle schools. During the hours for recreation the pupils ride and shoot, and visit places of interest in the neighbourhood of Jubbulpore. A full account of this school is given in the last report on education for 1881-82.

Special measures adopted for the education of Muhammadans.

125. There are very few Muhammadans in the Central Provinces. But wherever they are numerous, provision is made for instruction in Urdu, and in some places especial schools or departments have been opened, as at Powni, Bhan-

dara, Mandla, Raipur, Khandwa, and Burhanpur. In our schools Muhammadans are in proportion to the number of the Muhammadan population more numerous than Hindus.

Means adopted for the education of the peasantry.

126. For the education of the peasantry, village schools are established. They have been already described. A special fund, called the two per cent. cess, is collected for the support of the schools. The cess is set aside before the Government revenue is fixed. So that Government give half of the cess and the peasantry give half. The curricula for village schools are shown in the Appendix. Scholarships are provided tenable at a superior vernacular school or at a middle class English school. Thus the son of a peasant may proceed eventually to a college.

SECTION III-D.

Collegiate Instruction.

Colleges in the Central Provinces.

127. There is only one Government college in the Central Provinces, and this merely has first and second year classes. Directly a scholar passes his F. A. examination, if he wish to continue his education he must go to a college in some other province, or give up his higher education altogether. In 1880-81, a third-year class had been established, but it was not sanctioned by the Government of India and was closed. Eight of the ten students composing the class went to Canning College, Lucknow, and one to Muir College, Allahabad, to finish their education. There is an unaided college department attached to the Saint Francis de Sales aided high school, but it has only two scholars. They are both Europeans. The number of passes from the provincial college since 1871 may be thus shown:—

First Arts.

	Examined.	Passed.	
1870-71	6	1	
1871-72	4	3	
1872-73	8	3	
1873-74	9	6	
1874-75	9	5	
1875-76	12	10	
1876-77	17	16	
1877-78	20	7	
1878-79	15	9	
1879-80	13	4	
1880-81	19	16	
1881-82	17	10	

The average number of passes for each of the first six years was 4·6, and the average number of passes for the last six years has been 10·3. The total number of passes during the last 12 years has been 90.

College statistics.

128. The college statistics are as follows:—

	No.	No. of pupils.		Total.	Passed the F. A.	
		1st year.	2nd year.			
Government Colleges	1	34	31	65	10	
Unaided do.	1	2	...	2	...	

Of the 65 students in the Government college 59 are Hindus, one is a Native Christian, and five are Muhammadans. In the unaided college both the students are Europeans. Thus the Muhammadans in the Central Provinces attend primary and secondary schools and colleges in greater numbers in the proportion to the total Muhammadan male population than do Hindus.

Social position of students in the Government college.

129. Forty-one of the 59 Hindus are Brahmans and Rajputs, 12 are Kayasths and Vaidyas, and six belong to lower castes. Only two of the whole 65 students belong to the upper[1] classes of society, 46 belong to the middle classes, 39 being the children of Government servants; 17 belong to the lower classes. All this may be thus shown :—

	Upper classes.	Middle classes.				Lower classes.				Total.
		Government service.	Estates.	Professions.	Trades.	Service.	Agriculture.	Skilled labour.	Religious mendicants.	
Number	2	39	2	4	1	3	5	2	7	65

Results of the University examination in arts.

130. As already noted 17 were presented for examination of whom 10 passed, six in the 2nd grade, and four in the 3rd grade. To six of these ten, scholarships were given of the value of Rs. 15 a month to enable them to continue their education at a foreign college. The second language of five of the presented students was Persian and of twelve was Sanskrit.

Number of graduates.

131. As we have no third year classes at our college we lose sight of some of the students who graduate from foreign colleges. We have records concerning a few, as :—

(1). Mr. Behari Lal, B. A., Vizianagram gold medallist, lately employed in the mission school, Jubbulpore.
(2). Mr. Manohar Damodar Ratnaparkhe, B. A., zila inspector of schools, Sambalpur.
(3). Mr. Purna Chandra Mukhopadhyay, M. A., LL.B.
(4). Mr. Bapu Rao Dada, M. A. (honors in Sanskrit), Extra Assistant, Commissioner.
(5). Mr. Hari Lakshman Indurkar, M. A. (honors in physical science), officiating head master Normal school, Nagpur.
(6). Mr. Vinayak Moreshwar Kelkar, M. A. (honors in physical science), assistant master, Burhanpur.
(7). Mr. Dhondo Sakharam, L. C. E., assistant engineer, C. P.
(8). Mr. Balaji Gangadhar, Moharrir L. C. E., local funds engineer, Deoli.
(9). Mr. Anant Ramchandra Gadgil, L. C. E., local funds engineer, Jubbulpore.
(10). Mr. Gopal Ramchandra Dongre, B. A., naib tahsildar.
(11). Mr. Ambica Charan, B. A., LL. B.
(12). Mr. Ali Raza Khan, M. A. Holds an important office in Hyderabad.
(13). Mr. Kashinath Keshco, B. A., Studying for M. A.
(14). Mr. Kshetro Mohan, B. A.

[1] I.—The 'upper classes' include those whose income amounts to Rs. 10, 000 a year, if derived from Government service, estates or professions, or from trade.

II.—The 'middle classes' include those below the upper classes, who are (1) officers of Government other than menial servants, constables, and the like; (2) holders of realized property yielding an income of Rs. 200 a year and less than Rs. 10,000; (3) professional men with incomes of more than Rs. 200 per annum, but less than Rs. 10,000; (4) merchants, bankers, and large traders with incomes of more than Rs. 500 but less than Rs. 10,000 per annum.

III.—The 'lower classes' include all who are not included in the other two.

Only 14 of the under-graduates received any portion of their primary or middle education in schools in Jubbulpore, the remaining 51 students are from schools in other districts.

College libraries and the extent to which they are used.

132. The library of the Jubbulpore college and high school contains upwards of 1,000 volumes. The books are roughly divided into the following classes:—

(*a*) Oriental literature comprising books in (1) Sanskrit, (2) Persian and Arabic, (3) Hindi and Marathi, and (4) Urdu.
(*b*) Books on mental philosophy, logic, law, political economy, &c.
(*c*) Natural philosophy, science, &c.
(*d*) Books of reference such as dictionaries, encyclopædias, Gazetteers, atlases, &c.
(*e*) History, biography.
(*f*) Mathematics.
(*g*) Poetry.
(*h*) Miscellaneous English literature.

The number of books under some of these heads is not very large and for a school library considerable additions are necessary. Books of travel and biography, in which most boys and young men take the greatest interest are very few. There is, on the other hand, a considerable number of books not particularly well suited for a school library such as Beaumont and Fletcher's works in 14 volumes, British Essayists in 45 volumes, &c. These books are seldom or never used by the students.

Books are issued weekly to all students who ask for them. No fee is charged. During the year 1881 there were 827 entries of books issued to students. This by no means shows the full extent to which the library is used, as the books of reference are not allowed to be taken out of the library. They are consulted daily and hourly by both masters and students.

Laboratories and apparatus for instruction.

133. A small set of chemical apparatus and a few chemicals have been supplied. The uncertainty of the continuation of chemistry in the F. A. course has prevented the Educational Department from asking for a complete set of apparatus. Now that physics have definitely taken the place of chemistry for the F. A. examination, application has been made for a very complete set, after a scheme drawn up for Mr. Croft, the Director of Public Instruction, Bengal, by Mr. Eliott, M. A., Professor in the Presidency College.

Income and expenditure from all sources and college staff.

134. The expenditure from all sources may be thus shown:—

	Number.	Number on roll.	Average number enrolled.	Average attendance.	Percentage of daily attendance.	Expenditure.				Cost of educating each pupil.	
						Provincial.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government College .	1	65	57	50	88	9,435	1,178	...	10,613	186	166
Unaided College .	1	2	1	1	50	...	...	1,000	1,000	1,000	...

To the Jubbulpore college is attached a high school. The staff for the college and high school is the same, that is, the staff of teachers and professors manage both departments.

(1). President, Mr. Young; pay Rs. 500; teaches English chemistry and logic to the 2nd year's class, chemistry to the 1st year's class, and assists in the English of the entrance or high school class.

(2). Professor of Mathematics, Mr. J. H. Firth; pay Rs. 300; teaches mathematics to the 1st and 2nd year college classes and to the entrance, and teaches English to the first year's college class.

(3). Professor of Sanskrit, Mr. Koilas Chandra Datta, M. A.; pay Rs. 200; teaches Sanskrit to all the classes.

(4). Mr. Dwarkanath Sarkar; pay Rs. 180; teaches history to the second year college class, English, history, and geography, to the entrance class.

(5). Kunj Behari Lal, B.A.; pay Rs. 100; teaches Persian to all the classes.
(6). Mr. Nanak Chund, B.A.; pay Rs. 80; teaches history to the first year college class and English, history, geography, and mathematics, to one section of the preparatory class.
(7). Mr. Ghantaya; pay Rs. 50; teaches logic to the first year's college class and English, history, geography, and mathematics, to one section of the preparatory class.
(8). Mr. Jogendro Nath; pay Rs. 25; clerk and librarian.

135. The fee rates are Rs. 2 per mensem. No scholars are allowed to read free.

Fees.

136. All scholarships in the Jubbulpore college are awarded for success at the entrance examination. Scholarships for success at the F. A. examination or at the B. A., and at the first examination in civil engineering are held at foreign colleges. There are 51 scholarships held in the Jubbulpore college. They vary in value from Rs. 7 to Rs. 10 a month. As there is only one Government college in the Central Provinces, scholarships are given liberally to enable pupils to attend from a distance; 51 of the 65 under-graduates are from out-districts and are not permanent residents of Jubbulpore. There is an excellently managed boarding house, and a medical officer is especially deputed to look after the sanitary arrangements of the college, Normal school, and Rajkumar school boarding houses, and to attend to those that are ill. The distribution of scholarships held at all colleges and the amount sanctioned may be thus shown. The junior scholarships had, on the 1st January 1882, two years to run, and the senior scholarships one year only.

Scholarships.

		Rs.
	College Scholarships.	
54	Old, from 9 to 20 rupees	6,996
45	New, from 9 to 15 „	5,148
99	Total	12,144
	College Scholarships for Europeans and Eurasians.	
4	Sir Stafford Northcote Scholarships 12 to 20 rupees each	672
4	Do. do. from 8 to 12 rupees each	432
8	Total	1,104

The sum spent in 1881-82 was Rs. 7,955. The whole of which sum except Rs. 108, was paid from provincial revenues.

137. The graduates that have joined the public service or have adopted other professions are, so far as they are known, shown in paragraph 131. It is difficult in these provinces to consider the effect of collegiate education apart from high school education. We have never had a complete college staff. It has not been permitted to us to educate our college students above the F. A. standard. Having reached that standard we have been compelled to send our students to graduate at some foreign college. Many men rather than go to a distant province to complete their college education have stopped short at the termination of the F. A. course; others have been satisfied with matriculation. In the historical summary it is mentioned that when the provinces were first formed nearly all the Native official class were foreigners. There was no educated class of men in the Central Provinces from which to select persons suitable for responsible posts. Now, though the Educational Department has only existed for 20 years, eleven Extra Assistant Commissioners out of a total number of thirty have either served in the educational department or were educated in our schools. Similarly there are 14 tahsildars, 16 naib-tahsildars, one assistant engineer, two engineers for local works, 13 clerks of the court, or altogether there are 543 persons holding ministerial appointments of more or less importance, who have been educated in our schools and colleges. These officers are distributed all over the Central Provinces, and may be thus shown:—

The number of graduates who have joined the public service, or the legal profession or the profession of civil engineering.

Name of districts.	Extra Assistant Commissioners.	Tahsildars.	Naib Tahsildars.	Assistant Engineers.	Engineer, Local Works.	Superintendents of Commissioner's English Office.	Clerk of Court.	Head Clerk of English Office.	Translator.	Deputy Clerk of Court.	Akhbri Darogah.	Sub-Registrar.	Clerks in English Office.	Clerks in Vernacular Office.	Total.
1 Nagpur { Commissioner's office	...	...	...	...	...	...	1	...	2	1	...	...	...	2	6
1 Nagpur { Deputy Commissioner's office	2	1	3	...	...	...	1	...	...	1	1	1	2	37	49
2 Bhandara	...	1	...	...	...	...	1	...	...	1	1	...	3	36	43
3 Wardha	...	...	...	...	1	...	1	...	...	...	...	...	3	13	18
4 Chanda	...	...	...	...	...	...	1	1	...	...	...	...	6	23	31
5 Sironcha	...	1	...	...	...	...	...	...	...	...	...	...	...	5	6
6 Balaghat	1	...	...	...	...	...	1	...	...	...	...	...	3	9	14
7 Seoni	...	...	...	...	...	...	1	1	...	...	...	...	5	8	15
8 Betul	...	...	...	...	...	...	1	...	...	...	...	...	2	8	11
9 Chhindwara	1	1	1	...	...	...	1	...	...	...	...	...	2	11	17
10 Bilaspur	...	1	...	...	...	...	1	1	...	...	1	...	4	20	28
11 Sambalpur	...	...	1	...	...	...	...	...	1	1	1	...	3	30	37
12 Raipur { Commissioner's office	...	...	...	...	...	...	1	...	...	...	...	...	3	1	5
12 Raipur { Deputy Commissioner's office	2	...	...	1	...	...	...	1	...	...	...	...	...	9	13
13 Jubbulpore { Commissioner's office	...	...	...	...	...	...	...	...	...	1	...	...	3	5	9
13 Jubbulpore { Deputy Commissioner's office	...	2	3	...	1	...	...	1	...	1	1	...	7	49	65
14 Narsinghpur	...	1	1	...	...	...	...	...	...	...	...	...	...	17	19
15 Nimar	...	1	2	...	...	...	1	...	...	1	1	...	4	38	48
16 Hoshangabad { Commissioner's office	...	...	...	...	...	1	...	...	...	...	...	...	4	...	5
16 Hoshangabad { Deputy Commissioner's office	2	2	3	...	...	...	1	...	...	1	...	...	4	27	40
17 Damoh	1	1	...	...	...	...	...	...	...	...	...	...	...	...	2
18 Mandla	...	...	...	...	...	...	1	...	...	...	...	...	3	20	24
19 Saugor	...	2	2	...	...	...	...	...	...	1	...	...	5	26	36
Appointed but not yet posted to any district	2	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Total	11	14	16	1	2	1	14	5	3	9	6	1	66	394	543

In the above table officers of the Educational Department are not included. Such officers have all been educated in Government or aided schools and colleges.

The effect of collegiate instruction on the general education and enlightenment of the people.

138. From the previous paragraphs it will have been seen that many of our graduates and under-graduates hold important positions under the local administration. Their influence must therefore be widely felt. They are the exponents of Government policy as well as its administrators. There are no great employers of labour, few wealthy merchants requiring young men of education and ability. It is for these reasons that up to the present time most of our graduates and under-graduates have sought admission to the Government service. The table given above is manifestly incomplete. It does not include the medical officers, the upper subordinate staff of railways or the telegraph department. All these departments are very largely recruited from our high schools and colleges. These departments simply could not exist in any state of efficiency, or would be filled with foreigners, were it not for the Government and aided schools and colleges of the Central Provinces. Every year, the aid that officers of all departments receive from their subordinate staff is becoming more and more efficient. In process of time when education becomes the fashion, and ignorance is thought disgraceful, the larger zemindars and wealthier merchants will be educated men.

The effect of our higher education has been, and will be, to render its recipients, if their legitimate aspirations are gratified, more and more loyal and law abiding. They will be more amenable to reason, and will acquiesce less cheerfully in authority not supported by reason. There is one estate, the fourth estate, that is now almost wholly unrepresented. There are hardly any vernacular books in Marathi, or Urdu, or Hindi, to read, and their production is not at all remunerative.

Here is a profession almost wholly unrepresented in India. There is no reading public and there are few books to read. It is, if for this reason only, absolutely necessary that primary and secondary instruction should advance together.

There are now in the Central Provinces only 157,023[1] males and 4,187 females, not under instruction, able to read and write. That is, only 3 per cent. of the male population can read and write. Before the creation of a popular literature there must be a reading public possessed of means and leisure.

SECTION III—E.

Female Education.

Its extent.

139. There are 84 girls' schools in the Central Provinces with 3,603 pupils. Two of the schools with 14 pupils are the middle departments of English schools, and five are English primary schools.

Besides these schools are three mixed schools for Europeans and Eurasians, one at Nagpur, another at Khandwa, and a third at Kamptee. The two middle schools are for Europeans and Eurasians, but one of the two has a native girls' school department, included already in the number of schools given above, so also

[1] Forty-nine thousand four hundred and sixty-four live in towns, leaving only 107,559 men distributed amongst 34,564 villages able to read and write; this is at the rate of three a village.

one of the English[1] schools is a Native girl orphanage. There are thus in all 78 schools for Native girls in the Central Provinces. Sixty-four of the schools with 2,676 scholars are Government schools, and 12 schools with 423 scholars are aided vernacular schools. Schools for Native girls have steadily decreased for the last ten years. In 1871 there were 137 Government schools with 4,494 scholars, and an average attendance of 2,489 or not 19 per school. Now as mentioned, there are but 64 Government vernacular girls' schools with 2,670 scholars and an average attendance of 1,719, which gives about 27 per school. The system of marking attendance is more strict than it was ten years ago. Then, all girls were marked as present, who attended for ever so short a time each day. Now, no girl is marked as present, who attends for less than three hours daily; and an attendance in the morning only, is marked as half an attendance. As Government girls' schools have decreased in number, so aided girls' schools have increased. In 1870-71 there was but one aided vernacular girls' school with 30 scholars, now there are 12 such schools with 423 scholars and an average attendance of 253. The only district in which girls' schools really flourish is Saugor. But even there they would rapidly deteriorate, if either civil authorities, or committees or inspectors or inspecting schoolmasters relaxed their efforts. The really good girls' schools are very few in number. The best are those of Khurai, Deori, Garhakotah, Bhandara and Mungeli. Others are fair schools, as at Burhanpur, Powni, Sleemanabad, Seoni, Laknadon, Chappara and so on. Girls' schools are not nearly so cheap as boys' schools, and so long as the people maintain their present attitude towards them, they never can be so. The Marathas, of all the people in the Central Provinces, are the most regardless of the school education of their girls. The writer does not know half a dozen Maratha gentlemen who take any interest in female education. Some of the officials indeed have tried to make schools popular by sending their own daughters. Educational operations only commenced 20 years ago in the Central Provinces, and it is perhaps too early to expect that men who hardly appreciate the education of their sons, should care about the education of their daughters. The class of girls that attend Government schools is much the same as those that attend aided schools. For there is no competition between Government and aided girls' schools. Great care is taken not to place any Government girls' school near an aided girls' school. Most of the girls' schools are situated in towns. Twenty-six out of the 48 towns of the Central Provinces having 5,000 or more inhabitants have girls' schools. In ten other towns there used to be girls' schools, but they had to be closed for want of support. To show how good a girls' school may be made, when the people interest themselves in the school and there is an adequate staff, the writer gives an extract from his diary after a visit to the Khurai school in the Saugor district:—

> "There were 96 girls present out of 103 enrolled. The average attendance has been 81 per cent. of the average number enrolled during the past twelve months. The girls were arranged in five classes: three classes containing 73 girls formed the lower primary department, 22 girls were in the upper primary department, and eight girls had advanced beyond the upper primary stage. The highest class girls read the "Elements of physical science," and the "Ramayan." They had a good knowledge of Hindi grammar and a fair knowledge of the geography of Asia and India; all wrote from dictation without a single mistake, and in rule of three all the girls were correct. The lower classes passed a similarly good examination. The committee are very liberal and earnest in the support of this school. The girls recited pieces from the Ramayan in the evening."

Of the Natives attending vernacular girls' schools in the Central Provinces 74 are Christians, 2,856 are Hindus, 147 are Muhammadans, nine are Gonds or Khonds, and 31 are of other religions such as Jains, Jews, or Parsis, &c. There are more Muhammadan girls at school in proportion to the Muhammadan female population than there are Hindu girls in proportion to the Hindu female population. The proportion of Muhammadan girls to Hindu girls at school is as 1 to 19, the proportion of Muhammadan females to Hindu females is as 1 to 26.

[1] The English school for Native children contains 60 scholars.

140. The girls' school statistics of the Central Provinces for 1881-82 may be thus compared with those for 1870-71 :—

Government, aided, and unaided schools and colleges for girls.

Description of Schools.	1870-71.		1881-82.	
	Schools.	Scholars.	Schools.	Scholars.
Middle schools for girls English, Aided	1	139	2	14
Primary ,, ,, ,, ,,	...	...	5	472
,, ,, ,, Vernacular, Government	137	4,494	64	2,676
,, ,, ,, ,, Aided	1	30	12	423
,, ,, ,, ,, Unaided	2	58	1	18
Normal schools for Mistressess	3	59	1	17
Total	144	4,780	85	3,620

In 1870-71 the primary and middle school departments were mixed together, hence the apparent decrease of girls in middle schools. In 1870-71, there were 33 scholars per school. In 1881-82 there were 42. The average attendance in 1870-71 was 2,740, in 1881-82 it was 2,378. Thus with an apparent loss of 59 schools and 1,160 scholars there has been a real loss of only 462 scholars. Only those Government schools have been closed whose continued support would have been a waste of public money. The worthless character of the schools closed, is shown by the fact, that a loss of 59 schools only caused a loss of eight scholars per school in average attendance. The chief loss in the number of girls' schools has been in Chanda. In 1870-71 there were 24 girls' schools with 755 scholars. Now there is not a single girls' school in Chanda, and only one in the Sironcha sub-division. In Sambalpur, too, as there has been a loss in lower primary schools for boys, so there has been a loss in girls' schools. The schools have decreased from 17 with 677 scholars to three with 126 scholars. The only districts that show any advance in the education of girls are Nagpur, Seoni, Jubbulpore, Narsingpur, Saugor, and Nimar.

141. The distribution of primary girls' schools may be thus shown :—

Name of district.	Female population of districts.	No. of primary schools for girls.	No. of scholars in			No. of scholars who passed during the years 1881-82.		
			Upper primary department.	Lower primary department.	Total.	The upper primary examination.	The lower primary examination.	Total.
Nagpur	345,600	8	24	448	472	4	8	12
Bhandara	342,968	2	12	104	116	7	11	18
Chhindwara	186,731	1	...	36	36	...	...	...
Wardha	191,657	2	...	60	60	...	...	...
Chanda	322,322	1	...	21	21	...	...	...
Balaghat	171,724	...	...	...	...	...	...	...
Betul	150,479	...	...	...	...	...	...	...
Seoni	166,808	5	...	207	207	...	25	25
Damoh	150,387	4	23	149	172	...	19	19
Hoshangabad	236,294	2	...	58	58	3	7	10
Jubbulpore	337,982	16	26	611	637	11	27	38
Mandla	148,218	...	...	...	...	...	...	...
Narsinghpur	178,538	10	12	332	344	...	28	28
Saugor	270,155	19	143	749	892	30	68	98
Nimar	110,333	3	...	129	129	...	3	3
Bilaspur	513,281	3	16	198	214	8	18	26
Raipur	708,929	3	10	95	105	...	5	5
Sambalpur	346,950	3	...	126	126	...	15	15
Total	4,879,356	82	266	3,323	3,589	63	234	297

Of these schools 46, containing 2,238 pupils, are in towns and 36, containing 1,351 pupils, are in villages. The above table does not include the Normal school for mistresses.

Balaghat, Betul and Mandla, the two latter districts sparsely populated, have no girls' schools.

Mixed schools.

142. There are no mixed schools for Native children. Here and there sometimes a girl or two is entered at an indigenous boys' school or at a village school; at the Andra Sabha aided school there are 17 girls, and at the Free Church school, Kamptee, there are 15 girls. But these girls soon leave. They are attracted to indigenous schools by schoolmasters who wish to earn the grant given for girls which is double that given for boys. It is highly improbable that mixed schools for girls and boys will ever exist amongst the Native community. If they ever do exist, the habits of the people will have undergone a complete change.

Subjects of instruction and text-books in use.

143. In vernacular schools the girls are taught to read, write and sew; sometimes they embroider. Under the payment by results rules a grant is given for sewing and embroidery. Two or three of the Central Provinces' girl scholars carried off prizes for the best embroidery and maps exhibited at the Rajkot Exhibition. The chief prize for "point lace" was carried off by a schoolmistress of the Free Church mission, Nagpur. Geography is taught, and arithmetic and grammar. The curriculum for girls' schools is the same as that for boys' schools, only so much stress is not placed on geography and grammar; and the girls usually are not nearly so good in arithmetic. The curricula for all classes of schools are appended to this report and the names of the text-books are given. The books in use contain moral lessons, lessons on cleanliness, &c., as described in paragraph 153. Singing is sometimes attempted, and in the best Hindi schools the girls read the Ramayan and other poetry in recitative. The rythm varies with the cadence of the stanza read.

Zenana instruction and existing agencies other than schools for promoting female education.

144. There are two agencies for zenana instruction in the Central Provinces. One is that of the Free Church of Scotland at Nagpur, and the other is that of the Church of England mission at Jubbulpore. The former receives no aid, the latter receives a grant of Rs. 35[1] per mensem. The ladies of the mission go from house to house, read to those who cannot read, and teach those willing to learn. In Jubbulpore it is the Bengali ladies who chiefly wish to learn. The instruction given is chiefly religious. But the mission have four girls' schools, attended by 75 scholars, and 66 girls and adults are taught in zenanas. There are thus 141 pupils, of whom two are Christians, 125 are Hindus, and 14 are Muhammadans. The cost of these four schools and zenana teaching was Rs. 3,051. Nine pupils studied English, all the rest vernacular. Though the chief aim of the zenana mission teachers is to inculcate religious truths, yet most of the zenana pupils learn, it is said eagerly, arithmetic, geography, grammar, reading and writing. Two years ago, two of the pupils, mothers of families, passed a fairly good written examination in these subjects, the questions being set by the professor of Sanskrit to the high school and college. One lady, and now a grandmother, commenced the alphabet some four years ago. She can read fluently and write fairly. The Nagpur zenana mission have no especial schools. Two ladies conduct the mission. They visit the families of those Native gentlemen who will admit them.

Results of departmental, University or other recognised examinations.

145. We have no Government female high school, nor indeed are there any aided or Government middle class schools for Native girls. All are primary schools. No Native girls have yet passed the middle school examination. The upper primary examination was passed by 48 girls, scholars of Government schools in

[1] A further grant of Rs. 13 a month has since April been given to these girls' schools.

1881-82, and 15 passed the same examination from aided institutions. The lower primary examination was passed by 210 girls from Government schools, and by 24 from aided schools. The results of the training school examination will appear in the next paragraph.

Arrangements for the training of teachers, male and female; the relative efficiency and advantage of each class of teachers; the means taken to increase the supply of female teachers.

146. Masters are not expressly trained for girls' schools. They are trained for boys' schools and their training is fully described in paragraph 91. Masters are often employed in girls' schools, but it is only the older masters that are usually so employed. Sometimes a master shows especial taste for teaching girls, and tact in their management. But this is very rare. There are at the most only two such cases in the Central Provinces. In one case the master used to manage alone a school of more than 60 girls, and such was the discipline that one might hear a pin drop, when there was silence before the commencement of work. He has now several girl assistants (monitors), and it is proposed to give him a male assistant. The masters employed in girls' schools, then, are old men, who sometimes have the usual departmental certificates. The pandits are often intolerably lazy, as they know how difficult it is to supply their place. The mistresses employed have nearly all been trained at Normal schools, and for the most part at the Jubbulpore Normal school, superintended by Miss Hoy. The female teachers from the Jubbulpore Normal school have usually been from two to four years under training. They are taught reading, writing, arithmetic, grammar, geography, history, sewing and embroidery and teaching. They also learn to sing easy school songs in the vernacular, which they teach their scholars when they go out to take charge of schools.

There were on the 31st March last 17 women under instruction. Eleven were the wives of schoolmasters, five others are married but their husbands are not schoolmasters. There is one unmarried girl, but she is betrothed. To enable the pupils to learn to teach there is a practising girls' school attached to the training school. Fourteen of the 17 women are in the lower primary department and four in the upper. The time it takes to train women as teachers depends on their knowledge when they enter school. Most of them have to commence from the primer. No mistress is under training for less than two years, many are three or even four years before they pass. Every year there is a certificate examination. Last year two mistresses obtained certificates and were sent to take charge of schools. The examiners and subjects of examination are noted in the margin. Two other girls passed, but they were too young to take charge of schools and were retained for further training. One mistress had been previously examined and sent out as her services were urgently required. The form of certificate is given below:—

i.—Language and Grammar	Mr. Balaji Vinayak Gokle.
ii.—Arithmetic	,, Keshco Rao.
iii.—History	,, Vishnu Pandit.
iv.—Geography	,, Vinayak Rao.
v.—School method and teaching	,, The Inspector of Schools
vi.—Handwriting and spelling	,, Do. do.
vii.—Needle works	Mrs. Thompson.

Educational Department, Central Provinces.

This is to certify that whose age is

and caste has studied years

months in the female Normal school and appeared

for examination in the month of 188 , when she gained the

marks noted below, entitling her, as a schoolmistress, to a certificate of the

class. Her conduct in the Normal school has been satisfactory, and

her character is believed to be good.

	Name of Subjects.	Full marks.	Marks gained.	Remarks.
i.—Language . . .	Language and Grammar . .	50		
	Hindi writing and spelling . .	30		
ii.—Mathematics . . .	Arithmetic, written and mental . .	50		
iii.—School management .	Teaching and method . . .	60		
iv.—General knowledge .	Geography and Map drawing .	30		
	History of India . . .	20		
	Needle work	40		
	TOTAL .	280		

N. B.—In order to pass, one-third marks are required in each of the above groups 1, 2 and 3, and one-fourth marks in group 4.

Inspector of Schools.

Since 1875, when Miss Hoy, the Lady Superintendent, joined, 31 certificated and six uncertificated mistresses have been sent out. Only 14 married couples have been placed in charge of schools, and all but two pair are now employed, and for the most part are doing well. There is a boarding house, and all unmarried women, and women whose husbands are not residing in Jubbulpore, are obliged to stay as boarders. After dark the boarding house is locked and the keys are given to Miss Hoy. The house is very well suited for the school. There is one large room for the classes, and there are two large dormitories, kitchens, &c. There were at the end of March four boarders. The boarders progress more rapidly than the students living with their husbands. The assistant mistress under the supervision of the Lady Superintendent manages the boarding house. In the practising school are 32 girls arranged in four classes. Three classes containing 27 girls form the lower primary department of the school, and five girls are in the upper primary department. The school is entirely taught by the Normal school students. The young children are taught needle-work. This year their work was sold at a profit of seven rupees, which were distributed. The pupils sing and are taught "calisthenics."

The greatest care is taken to admit to the Normal school only women of good character. The women admitted are usually either widows or the wives of schoolmasters; in two or three instances girls not yet married but betrothed have been admitted. Before admission to the school, each woman and her nearest relation have to sign an agreement that the woman admitted to training

will submit to the discipline of the school, serve for two years, and that the relation will accompany her to any place to which she may be appointed as schoolmistress. Women cannot be sent out as schoolmistresses to distant places unless accompanied by some elderly relative or by their husbands. No woman who is not the sole wife of her husband is admitted. If a man has two wives or more, he is often very willing to part with one of them to attend the Normal school; that is, he would practically be separated from the wife so admitted. This of course cannot be allowed; so only those married women are admitted who are the only living wives of their husbands. It was not long ago that when the writer of this report was endeavouring to persuade a group of men to send their wives for education to the Normal school, no one would agree except one man. Directly he assented, all the bystanders shouted out, "of course you will send one wife to the Normal school, as you have two." The best women for teachers are undoubtedly the wives of schoolmasters. The pair go out together; there is no scandal. The husband is the guardian of his wife's honour. But even this plan is not always successful. A married pair were sent to Dhamtari in the Raipur district; the man pretending to go on pilgrimage deserted his wife, who was shortly after accused of receiving stolen goods and had to be dismissed. The school education of girls in this country is beset with difficulties. The only possible way of managing schools in which there is no "purda" is the employment of a man and his wife. Where "purda" is observed, school education is even more difficult than where the women are allowed to mix openly with others. In "purda" schools, of which we have no instances in the Central Provinces, more money is often spent on palkis to take the children to and from school than is spent on tuition.

We have, however, as already described, zenana missions, and undoubtedly males would not be admitted to see the ladies of private families receiving instruction. One of the most popular schoolmistresses in the Central Provinces was a woman who used to wear man's clothes. When not in school she was always engaged in religious exercises.

Fees.

147. No fees are taken in Government schools. In a few advanced aided schools, such as those supported by the Free Church mission, Nagpur, fees are taken, but a great many read free, and many are orphans and entirely supported by the mission.

Prizes.

148. Considerable liberality in the bestowal of prizes is exercised. Dolls, saris, books, paper, pencils, playthings and various articles of clothing are given. They are only given to deserving students. They are more liberally given than in boys' schools, but still a girl who deserves nothing receives nothing. Extraordinary jealousy is often evinced, and a girl who receives no prize will often sulk and say she won't come to school again. The best way is to give prizes of small value to a considerable number of girls, and to stop when there is a clear and unmistakable difference. In some schools it is sometimes advisable to give no prizes at all.

Scholarships.

140. Scholarships are given by selection. They are tenable at the schools in which they are gained, and the recipients are expected to act as pupil teachers. The scholarships vary in value from annas eight to Rs. 3. They are given as rewards and as incentives to study. The girls attending Government schools are for the most part poor girls. Their parents can ill spare their labour in domestic matters, and the small scholarships one or two girls receive, materially help the family until the girl goes to her father-in-law's house. On several occasions unmarried women and widows whose husbands have deserted them, have petitioned for admission to the Normal school; they have been refused admission unless their nearest relations have promised to accompany them to any school to which they might be appointed.

SECTION III—F.

The Supply and Distribution of Text-books.

Books supplied and text-books prepared by the department.

150. There are one central and two main book depôts. There are also 18 sub-book depôts, one in each district. English and vernacular text-books are purchased from England, from the Government book depôts of Bombay, Madras, the North-Western Provinces, and the Punjáb, and from the Calcutta School Book Society.

Vernacular school books are prepared under the supervision of the Inspector General of Education, assisted when necessary by the advice of the text-book committee. These books are printed by Messrs. Lazarus and Company, the Education Society's press, Bombay, by the Nowal Kishore press at Lucknow, and by other presses. There has, up to this time, been no private vernacular press at Nagpur. One has just been opened. The books written, compiled and translated of late years under the orders of the Inspector General of Education, are: Hindi 1st, 2nd, 3rd, and 4th books; Urdu 1st, 2nd and 3rd books; Urya, Marathi, Hindi, and Urdu geographies of the Central Provinces; Hindi and Marathi books on mensuration and surveying with the plane table; Hindi and Marathi drill books; books on tables and mental arithmetic; a Hindi geography of Asia with especial reference to India; a geography of the world in Urya; Hindi, Marathi, Urya school manuals; the sanitary primer in Hindi, the Muhammadan period of Indian history in Marathi and the astronomical primer in Hindi. There is also a lithographic press attached to the office of the Inspector General. For the books purchased in England a discount of 30 per cent. is received. The Bombay Government book depôt and other book depôts in this country allow a smaller discount of from 10 to 20 per cent. The Government book depôt is thus carried on at a small profit.

The estimated profit for 1881-82 was Rs. 6,193 nearly. The transactions of the central and main book depôts may be thus shown:—

	Number of books bought.	Value of books and paper bought after deducting commission.	Number of books sold.	Value of books sold.	Number of books in hand on the 1st April.	Value of books in hand on 1st April.
		R a. p.		*R a. p.*		*R a. p.*
Nagpur . .	162,793	27,523 3 7	127,876	30,570 11 7*c*	137,591	37,197 12 11
Jubbulpore . .	35,136*a*	8,520 2 0*a*	47,795	8,615 12 2*b*	39,031	8,398 8 2
Raipur . .	17,242*a*	4,032 0 0*a*	21,291	3,553 0 0*b*	24,818	5,013 0 0

The Account Department represent the total expenditure at Rs. 28,641. Of this sum, Rs. 3,963 are for the cost of establishment and contingencies. If this amount be deducted there is a balance of Rs. 24,678, which represents the value of the books bought. The difference between this and the depôt statement arises from the different system of accounts. Books in the depôt are considered to be bought when they are received. Their value is shown as expenditure by the Account Department when their cost is paid.

a.—All these books were bought from the Nagpur Book Depôt. The total value of all books and paper bought from private firms, and from the Educational Press (Nagpur) was Rs. 27,523-3-7 only.

b.—The value of these sales is for the most part included in sales marked "*c*."

The cash account of the book depôt, 151. The book depôt cash account is—

Districts.	Charges.	Amount.	Total.	Districts.	Receipts.	Amount.	Total.
		R a. p.	R a. p.			R a. p.	R a. p.
Nagpur	Establishment Book Depôt	517 0 3		Nagpur	Book Depôt.—The actual sums sent to the Treasury were as follows:—		
	Contingencies	1,735 0 6			Cash	4,410 9 0	
	Purchase of books (a)	24,024 6 1			Treasury chalans (c)	21,149 2 2	
	Books received from Press	2,727 15 0	29,004 5 10		Prizes	3,579 9 11	
	Establishment Press	908 10 3			Library	4,566 0 10	33,705 6 11
	Contingencies	216 5 9					
	Purchase of paper	770 14 6	1,895 14 6		PRESS.		
Jubbulpore	Establishment Book Depôt	252 0 0		Jubbulpore	Sent to Treasury	41 4 0	
	Contingencies	257 0 0			Cost of books lithographed and made over to Book Depôt	2,727 15 0	
	Purchase of books from Nagpur included in (a)	8,520 2 0			Credit given by the Comptroller, C. P.	1,204 6 0	3,973 9 0
	Purchase of books from other suppliers	...	509 0 0	Raipur	Paid into Treasury and remitted to Nagpur by chalans included in (c)	7,742 6 5	
Raipur	Establishment Book Depôt	...			Paid into Treasury and remitted to Nagpur by chalans included in (c)	3,580 0 0	
	Contingencies	77 0 0					
	Purchase of books from Nagpur included in (a)	4,032 0 0					
	Purchase of books from other suppliers	...	77 0 0				
			31,486 4 4				
	Nominal profit		6,192 11 7				
	Total		37,678 15 11		Total		37,678 15 11

(a) The items of Rs. 8,520-2-0 and Rs. 4,032 having appeared in (a) are not re-added.
(c) The items of Rs. 7,742-6-5 and Rs. 3,580 having already been shown in (c) are not to be re-added.

All zila inspectors having charge of branch book depôts are required to keep a stock in hand sufficient for the wants of scholars and schoolmasters. Each zila inspector is allowed credit for books to the value at least of two months' pay. In large districts greater credit is allowed. Twice a year each

zila inspector sends a statement of his account, which is compared by the curator of the central or main book depôt with his ledger. The curators of Government books are simply head clerks of the office of the Inspector General of Education and inspectors of schools. There is a lithographic press attached to the office of the Inspector General of Education, at which the monthly newspaper published in Urya, Marathi and Hindi is lithographed. In the annual budget every year a small sum (Rs. 25,000) is entered for the purchase of books. This amount is more than covered by the receipts from the sale of books. So that practically book depôts in the Central Provinces cost the Government nothing.

SECTION III—G.

Provisions for physical and moral training.

152. The scholars at most of the Government boys' schools in the Central Provinces are drilled. The drill book in use is that written for the Home and Colonial School Society. It has been translated into Hindi and Marathi, and an Urya edition is in preparation. When that is ready, drill will be introduced into schools in Sambalpur. Some schools have made considerable advance in drill, especially the Kamptee zila school, where there is a battalion of three companies commanded by boy officers. At Kamptee, and in many other schools, a neat uniform is worn. The drill taught is a valuable help in the improvement of discipline. When a school is under inspection the boys change their classes without noise or confusion. Instruction in drill is popular. A short time is set aside every day for drill. The drill manual is in the hands of every head master in the Hindi and Marathi-speaking districts. Most of the secondary schools are provided with gymnasia, and many primary schools have gymnastic apparatus. The circle inspectors generally see the boys drilled and are present when they go through their gymnastic exercises. Some district officers also take an interest in the physical training of the boys. Recently Captain Barr, Political Agent, Baghelkand, visited the Murwara middle class school in the Jubbulpore district, and remarked "the boys appeared to be well taught, and I was much struck with their cleanliness of dress, a matter in which many schools are deficient. The gymnastic exercises I saw were good, and this is a branch of education which is as useful as any taught in the school and deserves special encouragement."

The interest in physical training is sometimes stimulated by district games, as at Jubbulpore and Saugor. The census prevented the annual gathering in 1881, and last year cholera and fever were prevalent. In 1880 about 300 boys from 45 schools came to compete. There were 21 events as noted in the margin. There was a challenge shield and there were 64 other prizes. The gymnastic exercises were witnessed by a large concourse, Natives and Europeans. Gymnastic apparatus has been frequently supplied by subscription, especially in Saugor and Jubbulpore. The circle inspector in his report for 1877-78 remarks on the Saugor district schools that "physical training has been taken up enthusiastically both by parents and pupils, and apparatus has been generally supplied by voluntary contribution." Boys also wrestle, play cricket and rounders. All masters under training except the very weakly have to go through a course of gymnastics at the Normal school. Prizes are given for proficiency in gymnastics. It is of course this training that renders it possible to make gymnastics a regular part of the instruction, not in all schools, but in many of the Government schools of the Central Provinces. Most of the gymnasia are open air gymnasia, but some are handsome covered gymnasia, as at Kamptee, Jubbulpore and Saugor. A few schools have especial gymnastic teachers, as the Normal school, Nagpur, the zila school, Kamptee, and the zila school, Sambalpur. In Saugor and Damoh, boys have dramatic performances.

1. Putting the stone.
2. High jump.
3. Long ,,
4. Quarter-mile race.
5. Hurdle race.
6. Sack race
7. 100 yards race.
8. Parallel bars.
9. Wrestling.
10. Single pole (malkhamb).
11. Indian clubs.
12. Horizontal bar.
13. Gutka Phari, Banaiti and Pataphirna.
14. Indian tumbling.
15. Chatti race.
16. Singing.
17. Swimming.
18. Reading.
19. Writing.
20. Arithmetic.
21. Drawing.

153. As regards moral instruction, directly a pupil goes to the Normal school for training, a copy of the school manual is put into his hands. This begins by telling him, "that his business is to prepare his boys for the duties they will have to perform when they grow to be men and go out into the world and mix with their fellows. This involves not only teaching to read, write and cipher, but training morally, intellectually and physically." Certain simple rules are given under each of these heads, and the master is informed that the principles to be instilled are truthfulness, honesty, self-control, submission to authority, good temper, kindness and gentleness. He is further warned that above all things he must be careful to set a good example, and he is reminded that children are very sharp observers, and that there is nothing he does that is not noted by his scholars. To assist the master in the moral instruction of his pupils, the text books read in school contain lessons inculcating moral truths and accounts of the lives of good men. These lessons and narratives are calculated to enlist the sympathies of the children on the side of honesty, truth and courage. Much attention is paid to discipline. As the schools are frequently visited by European officers, habits of prompt obedience, self-control, neatness and politeness are, it is hoped, encouraged and formed. We give below the titles of ten of the lessons in the 3rd Hindi and Marathi reader. It is impossible to say that children who read such lessons receive no moral training:—

Moral instruction and training.

Hindi, 3rd Book.	*Marathi, 3rd Book.*
1. Loyalty.	1. An honest merchant.
2. Cleanliness.	2. On cleanliness.
3. King Akbar.	3. Prayer to God (a poem).
4. Advice to children.	4. An example of honesty and truthfulness.
5. Socrates.	5. The Greatness of God.
6. Durgawati Rani.	6. The resistance of temptation to sin.
7. Columbus.	7. George Washington, the truthful boy.
8. Truth and Falsity, their results.	8. True wisdom.
9. Lord Clive.	9. How to control your anger.
10. Alexander the Great.	10. On lying.
11. Religious poems of various kinds.	

Moral lessons of similar character are scattered throughout the other Hindi and Marathi readers. In Urya the title of the earlier readers is "moral lessons." They are succeeded by selections from the "Mahabharat," "Sita in the wilderness," and so on. Of course every thing depends on the teacher. If he is a man leading a life of purity and temperance, as many a Brahman does, the morality that he teaches will be of the highest order. Our teachers are from the people. They are a little in advance, but still they are like the people and of the people. "A corrupt clergy implies a corrupt people;" the same dictum applies to schoolmasters.

In 1869 the Inspector General of Education, Central Provinces, wrote:—"The agricultural classes are in some parts of these provinces averse to sending their children to school. The same prejudice reigns here that existed years ago in England, *viz.*, that to send a boy to school unfits him for agricultural labour and any handicraft. How unfounded this opinion is has been shown by the unanimous and united testimony of all great employers of labour. An educated labourer is more thrifty, more apt to understand the instructions given to him, less liable to injure the implements of labour with which he is entrusted, than one who is uneducated. At the same time, there is an education that is neither acquired at school, nor from books, and hence it is so very important that even village schoolmasters should morally, as well as intellectually, be above the level of the majority of the population, so that their pupils may not only learn the somewhat mechanical arts of reading and writing, but be more thoughtful, more inquiring, less prejudiced, and possessed of greater self-restraint and industry than they would be had they merely been exposed to home influence. Amongst the qualities the most worthy of cultivation by an agricultural population are thrift, temperance and forethought; and such qualities may be inculcated at school by example, and by such precepts as are

usually found in judiciously selected school books." The comment on this by the Local Administration was:—

"It is creditable to the poorer classes, especially of such districts as Chanda, Bilaspur and Raipur, in which considerable distress prevailed, that they should have allowed their sons to attend school at a time when even children's labour would have been so valuable. Though it must be long before education has an established place in the popular habits and wishes, every step in this direction is of immense importance. It must be remembered that the bulk of the agricultural classes in these provinces are, even to a greater extent than in other parts of India, not day-labourers, but small tenant farmers, so that independently of the general advance in industrial and agricultural arts which you point out as likely to result from the education of the masses, it may be hoped that a degree of instruction will enable them to take up a better stand-point in their relations with the landlords and money-lenders, who now use their superior knowledge to such advantage."

It has always been the aim of the Educational Department, not merely to instruct, but to educate in the highest sense of the term.

SECTION III—H.

GRANTS-IN-AID.

Different systems and their relative advantages.

154. In the Central Provinces there are two systems: One system for schools managed by recognised societies, and another for indigenous schools. The former system gives a grant which may amount to half the cost of the school, and the latter is a payment by result system, and is applicable only to vernacular indigenous primary schools. The systems may be distinguished as "the fixed grant system," and the "payment by result system." Though under the first system the grants are said to be fixed, yet they may vary, not only after each annual inspection, but from month to month within certain limits according to the receipts and expenditure in any school. Under this system when an application is made for a grant, the inspector first reports on the school, describes its state and condition, and recommends the grant that should be given. The proprietors of the school apply for a grant in the form shown in the Appendix. The Inspector General of Education then considers what a Government school of the same class would cost, and if the grant applied for is not more than half such cost, it is usually given, subject of course to revision, to increase or decrease as the school improves or retrogrades, as the expenditure increases or decreases. Once a year the inspector examines the school from top to bottom excepting the entrance class, if it is a high school, which is examined by the University, and makes his report. In every class he passes or rejects the boys presented and records the passes. These passed boys are usually promoted. If, however, the managers promote those scholars that have not passed the inspector's test, the department do not interfere, except in the case of passes from the lower primary to the upper primary school, from the upper primaryto the middle school and from the middle school to the high school. In whatever classes the proprietors of any

may allow boys to read, yet boys are not considered to belong to the upper primary department until they have passed the lower primary standard, nor are they considered to belong to the middle school until they have passed the upper primary standard, nor to the high school until they have passed the middle school examination. The middle school examination is on paper. All middle class schools send up candidates to selected centres. The primary examinations are partly written and partly oral, and in the case of missionary schools are always conducted by the circle inspector, who is usually an European officer. The advantage of this system is that whilst it allows of a perfect test, it does not place the circle inspector in direct opposition to schoolmasters and managers. There is no haggling as to whether a boy has gained for the school Rs. 15 or Rs. 10. The school is considered as a *whole*. Each individual boy is examined, his merits and demerits are declared, but a money value is not set upon them. No grant-in-aid on this system has ever yet been refused to any school managed by an agency likely to be permanent. The result aided system requires a larger inspecting staff than the system described. The question as to whether sufficient time has been given to each scholar under examination is under that system a common subject of dispute between the managers of the school and the inspecting officer. Unless the system is very carefully worked it leads to great fraud. Many years ago when the result aided system was first introduced in the Central Provinces, it was the habit of one of the inspecting officers to collect all the indigenous schools of the Nagpur city into one large building for examination by results. The registers, &c., were looked over and the boys examined and the grant awarded. On the transfer of the inspector to another circle, the schools were as usual collected in the same central building. But the new inspector took the precaution to take the manager of the large mission school and some of his native assistant teachers with him to the place where the indigenous schools and their teachers were assembled. The pandits gave a groan of dismay, and scarcely one-third of their pupils remained. From that time this inspector invariably examined for a grant each vernacular school in its own house, or in the case of indigenous schools in their own verandas. The payment by result system can, in the opinion of the writer, only be worked effectually, when each school is examined in its own house, unless indeed inspecting officers are so numerous and their visits so frequent that they are able to recognise the pupils of each group of schools presented for examination. The examination, without proper precautions, of schools collected in some central place often leads to fraud. Boys, not the scholars of the pandits who present them, are presented as their pupils and answer to their ficticious names. Such cheating, when a school is examined where it assembles, is nearly impossible. A crowd of the relations and friends of the boys usually collect to see the examination, and a pandit would be entirely lost to all self-respect who attempted to cheat when surrounded by his neighbours and friends. It is very much the same in our courts of justice: witnesses will not hesitate to lie in court, but if inquiries are made of them in their own villages, where they are surrounded by their neighbours, they will tell the truth. The advantages claimed by the supporters of the payment by result system are that it is less costly than the other system, and that the grant adjusts itself naturally to the wants of the school, if the rules under which aid is given are properly framed. There are at present not sufficient data to show which is the less costly system. It is believed that in India the result system is not less expensive than the fixed grant system, as it spends on inspection what might be more usefully spent on education. Both systems are advantageous each in their proper sphere: the one system for aided high schools managed by recognised societies, and the other for primary vernacular schools started as venture schools by the people of this country. It may be observed here that under the result grant rules no school can usually receive any aid until it has been in existence for one year. So that the proprietors of any school aided by results must usually support the school for twelve months before receiving aid.

155. The grant-in-aid rules are shown in the Appendix. The system of application for fixed grants and of examination has already been described. It remains merely to give the monthly bill form :—

The rules of administering each system.

Pay Bill for the Government Grant-in-aid to

School for the Month of 188

No. on roll, for preceding month. } *Average attendance for preceding month.*

Ditto studying English. } *Average ditto of English learners.*

Examined and countersigned for Rupees

RECEIPTS.	Rs.	A.	P.	Rs.	A.	P.
Government Grant-in-aid . .						
Endowments						
Subscriptions :—						
From Municipal Funds						
From Mission Funds						
From other sources						
Total .						
Miscellaneous receipts						
Fees and fines for the month						
Total .						

DISBURSEMENT.	Rs.	A.	P.	Rs.	A.	P.
SALARIES OF—						
Head Master						
1st Assistant						
2nd Assistant						
. . . . .						
Total .						
Rent						
Contingencies						
Total .						

Dated 188 } *Inspector General of Education, C. P.*

Dated 188 *Manager, Grant-in-aid School.*

The payment by result system as worked in the Central Provinces.

156. Whenever an indigenous schoolmaster requires help, he is furnished with the rules, and with two books for registration, one being an admittance and discharge register, the other being an attendance register. He is told how to keep them. The zila inspector takes an early opportunity of visiting the school. After the lapse of a year the inspector of the circle, sometimes unavoidably without notice, but more frequently after due notice, visits the school to determine the grant. He first examines the registers. If no registers are kept, then no grant is given. If there is only an admission register, then no capitation grant is given, but only what may be called an examination grant. The registers being found correct, the inspector produces two forms; in one of these forms he enters each boy's name, his age, his date of admission, his father's profession and caste, and the standard under which each boy desires to be examined. All this is done in school with the boy in front of the inspector. After all this information has been written down, frequent references being made to the admission register, the examination commences, and the grant each boy obtains is entered under each heading opposite his name. Should the school have been examined on a previous occasion, the former grant paper is examined to see that no boy passes more than twice under the same standard. A copy of the grant paper is then given to the master, and a copy sent to the office of the inspector where it is entered in a register kept for the purpose, and compared with the former entry if the school has been examined previously. Should the circle inspector be unable to examine the school, the work devolves on the district inspector, who proceeds exactly in the same way. The schools examined by the district inspector in one year are examined by the circle inspector during the next year. As the district inspector is in the habit of visiting these schools about twice a year, anything like packing for examination ought to be detected. Moreover, the admission register would show if boys not belonging to the school were brought up for examination, as in that case the entries in the admission register would not occur in chronological order, or, supposing that they did so occur, the appearance of the ink would show that all the boys' names had been written at one time instead of at various times. Still, unless the inspecting officer is present when the school is examined for a grant, boys may in towns at least be presented under fictitious names. When the district inspector examines a school, he merely gives a grant paper, and a copy of that paper, containing, as it does, full particulars regarding both master and examiners, is compared with the register in the inspector's office containing the particulars of the previous examination, when such has been held, before any payment is made. It will be seen here that the method adopted of filling up the grant statements scholar by scholar in school by the inspector is tedious, and at first these papers were transmitted beforehand to the indigenous master to fill up. But they were found to be invariably wrong, either as to age, or as to date of admission, or some other particular, and therefore it is usually the practice of the examining officer to fill them up himself at the time of examination. The rules are such that although no great latitude is allowed to any inspecting officer, yet the precise number of mistakes that a boy may commit in spelling or in reading without rejection is not laid down, nor would it be advisable to give such minute instructions. The inspector, after entering all the particulars of the grant in his record, transmits the grant bill for the signature of the Inspector General. All aided indigenous schools are registered in the offices of the Inspectors of Schools and in the office of the Inspector General of Education.

The amount of grants payable in institutions of each class with reference to their sufficiency.

157. The aid given under the fixed grant system is in all cases sufficient. It may amount to half the total cost of the schools. There are six aided high schools in the Central Provinces. Their grants vary from Rs. 190 a month to Rs. 373. The average grant per school is Rs. 236 per mensem. The highest grant is given to the Bishop's school, Nagpur, which is a mixed school for Europeans and Eurasians, and so is more expensive than high schools for Native children, as European masters and mistresses have to be employed. There are 18 middle class aided schools for boys and girls receiving fixed grants. The monthly grant varies from Rs. 40 to Rs. 275. The highest gratn

in this case is given to the Christ Church schools for European and Eurasian boys and girls. The average grant per school is Rs. 92 per mensem. There are 14 primary schools receiving fixed grants, two being for girls, ten for boys, and two for adults. Two of the girls' schools receive grants of Rs. 25 a month each. The grants are sufficient. The 12 primary boys' schools receive grants varying from Rs. 7 a month to Rs. 42. The result rules pay twice as much for each girl that passes under any standard as for a boy. But these rules allow of no grant until the school has been in existence for a year, or at least six months, and girls are so irregular in their attendance and make such very slow progress, that the grants the result aided girls' schools earn are very small. There are now only six registered payment by result schools for girls. The grants earned last year varied from Rs. 34 to Rs. 142, the average being Rs. 68 per annum, which is rather less than Rs. 6 a month. It is of course possible for a good school in a large town to earn a sufficient grant to materially assist in its support. At first, however, the support of the school falls entirely upon the managers, and it is some time before a good grant can be earned. The school that earns the largest grant is one supported by Mr. Nand Lal of Saugor.

SECTION III–I.

INSPECTION AND CONTROL.

Officers of the Department and other Government officers.

158. There are 18 districts in the Central Provinces, and three sub-divisions. Every district officer is expected to make himself conversant with the state and wants of all primary and middle class schools in his district. He is expected to see that schools are well filled with pupils, that suitable school-houses are provided, and that schools are established in all places in which even a fair attendance can be secured. Not only are district officers expected to encourage the spread of primary education, but every tahsildar has to use his influence to promote attendance at schools. All tahsildars are required to visit schools, and all submit every year a statement of the schools they have seen. There is also an especial department for the management and inspection of schools. This department consists of one Inspector General of Education, who is an officer in the 1st grade of the educational service, two inspectors of the 3rd grade, one inspector of the 4th grade, and 18 district inspectors, one for each district. There is also in Raipur, where the district is very large and the number of primary schools considerable, one joint district inspector. In the remote sub-division of Sironcha, where there are few schools, the head master of the middle school inspects the primary rural schools.

The Inspector General of Education manages, under the orders of the Local Government, the finance of the department, settles the curricula to be pursued, the nature of the examinations to be passed, provides school books and school apparatus, and himself takes part in the examination of scholars and in the inspection of schools. He prepares all reports and returns that are submitted to the Local Government. The vernacular books for patronage are examined by the Inspector General of Education, and under his supervision text-books are prepared for schools in the four principal languages and dialects used in the Central Provinces. The Government college and high schools are directly controlled by the Inspector General, and he advises the Local Administration as to the aid that should be given to schools organised by recognised societies. The duties of the circle inspectors are chiefly those of inspection. The inspectors directly manage all superior aided schools, assist in conducting the departmental examinations that are prescribed, manage all training schools for masters and mistresses, of which there are four, and examine men who wish to enter the lower grades of the public service, and who have not passed the entrance examination of any of the Universities. The district inspectors are directly subordinate to Deputy Commissioners, who can employ them only on their legitimate educational duties. District inspectors inspect and supervise all inferior middle class schools and all rural primary schools. They keep all the necessary returns and prepare all the pay bills for the schoolmasters in their respective districts. The zila inspectors are expected not only to visit schools and to point out defects, but to remove such defects, occasionally to teach

in the schools, and are required to assist in the examination of those primary indigenous schools that receive aid under the result system. The zila inspectors conduct the annual departmental examinations of scholars at all primary rural schools, whilst the circle inspectors conduct the examinations of all middle class and primary schools in towns. Rural primary schools are managed by Deputy Commissioners, visited by tahsildars, inspected and examined by circle inspectors and district inspectors. The curriculum for these schools is determined by the Local Administration, and Deputy Commissioners cannot alter such curriculum, nor discontinue the examinations ordered by the Government of India in Resolution No. $\frac{1}{2-16}$, dated the 6th January 1879. Urban primary schools are not so directly managed by district officers. In the larger towns are middle schools. At these middle schools English is taught. No boy is admitted who has not passed the lower primary vernacular examination, *vide* Resolution above quoted. To prepare boys for such examination and to give good elementary primary instruction, primary schools are established in connection with middle schools. These branch schools are entirely managed by one or other of the masters of the middle school. To some middle schools are attached five or six ancillary primary schools. All of these schools are managed and inspected weekly by middle schoolmasters, who divide the work amongst themselves. Not only so, but in Saugor and Kamptee all the aided indigenous schools are inspected by middle schoolmasters. Thus each middle school becomes an intellectual centre in the town in which it is established, and is as useful for the promotion of primary education as for middle class education. There are no schools so well managed and taught as the primary schools situated in our larger towns. Zila inspectors are thus also enabled to devote nearly all their energy to the spread of rural education.

School Committees.

159. Every Government school, of whatever kind, whether middle class or primary, has a school committee. Each school committee consists of not less than four members. They are usually nominated by the Deputy Commissioner at the suggestion of the tahsildar or the district inspector from amongst the more influential of the inhabitants of any town or village. The Deputy Commissioner is *ex-officio* president of the school committees, and head masters are their secretaries. The school committee members are asked to visit their school once a month collectively, and one individual member chosen by rotation, visits, or should visit, the school weekly. The school committee members sometimes examine the boys, but the members are often illiterate and are unable to examine the scholars. Still they see those that are present, inquire regarding absent boys, settle matters of discipline, and arrange within certain limits what rate of fee scholars shall pay, and what boys shall be free scholars. There can only be a certain proportion of free scholars.

The rules drawn up for the guidance of school committees are attached to this memorandum. In the Nimar district each member of the school committee receives a sanad on appointment, which he forfeits if he takes no interest in his work. The school committees are especially useful in providing suitable accommodation for their schools, and in repairing school-houses. Several schools have adopted a certain uniform. This uniform the school committees give to the poorer boys at their own expense. The most liberal school committees are those in the Saugor and Damoh districts. In the last annual report the names of 110 non-official Native gentlemen were brought to the notice of the Chief Commissioner. They had been particularly active in the cause of education, helping by purse, influence and example; also 73 committees were especially mentioned as having given great assistance. In Raipur the school committees, though illiterate, are useful. Many manage well the private aided schools they partially support. School committees are indispensable for the proper conduct of schools. They not only represent our wishes to the people, but the wishes of the people to us. It is often by their influence that many scholars attend school. Some school committees, more especially in Damoh and Saugor, where the committees are particularly well utilised, divide the boys of their school amongst themselves. Each member takes down the names of scholars residing near his own residence, and makes himself responsible for their attendance at school. Committees

reward the regular and rebuke habitual absentees. In Saugor and Damoh, school committees provide such excellent prizes, that the inspecting officer is half ashamed to give his own modest rewards. In their last annual reports twelve Deputy Commissioners speak well of the exertions of school committees. Some school committees are careless, but the great use of school committees is incontestable. Girls' school committees are sometimes hostile, more often apathetic. The prejudice against the education of girls is very real. In Raipur, committee members think that if a girl is educated her husband will die. This is a widespread belief amongst the more ignorant and less travelled portion of the middle classes in all parts of India. Years ago in Bengal, as noted by the late Mr. Woodrow when Inspector of Schools, widowhood was pleaded as the inevitable result of girl education. Mr. Woodrow remarked: "it is almost incredible that Native gentlemen should believe in such an absurd story. Even if they do not believe it, they act on it."

Other agencies.

160. The only agencies of inspection and control besides those already mentioned are the society called the Hit Sabha[1] at Saugor, and the members of the various Missionary associations throughout the province, the Christ Church schools committee at Jubbulpore, the Bishop's school committee at Nagpur, the city aided school committees at Jubbulpore and Nagpur. The members of the Free Church mission are especially active in the education of Natives, and the members of the association of Saint Francis deSales take especial interest in promoting the education of Europeans and Eurasians. The members of the former society assist the Inspector of Schools and the Inspector General of Education and relieve them of work that would necessitate their presence at head-quarters during the marching season. The members of the Free Church mission conduct the middle school examination and the entrance examination for all the Marathi-speaking districts of the Central Provinces. To the Free Church mission, the Saint Francis deSales mission, and the Nagpur city aided school committee, is entrusted for the most part the high, middle and primary education of the towns of Nagpur and Kamptee, occupying the first and third places amongst the towns of the Central Provinces. There is no Government boys' school for general education at Nagpur and only one at Kamptee. The Free Church mission also have a school at Kamptee. The English Church mission and the city school committee at Jubbulpore provide for the educational needs of the natives of Jubbulpore. The society of Saint Francis deSales and the Christ Church schools committee provide schools for Eurasians and Europeans. There are two Municipal primary schools for boys at Jubbulpore, and there is one Government primary boys' school at Garha. There are two Government girls' schools in Jubbulpore. They are the only Government institutions for general education that exist in Jubbulpore except those attached to the training schools there, and as Jubbulpore with Garha contains 75,015 inhabitants, there is an abundant field for the operations of the Anglican Church mission. The Government high school at Jubbulpore is omitted, as that is a provincial high school for the education of boys from the districts. To avoid even the semblance of competition with the Jubbulpore high school, it was ruled that no boy should enter the Government high school who had received his middle or any part of his high school education at the mission school; unless indeed the head master of the mission school gave the scholar a letter recommending or at least allowing his admission. Any scholar who has passed the entrance examination can enter the college, as the Anglican Church mission school possesses no college department. The Hit Sabha, Saugor, maintains two aided schools for adults. Its members were very active in commencing girls' schools in the town of Saugor, and one of the leading members of the society still supports a girls' school.

Local fund committees and Municipalities.

161. Local fund committees and Municipalities occasionally provide funds for schools or for especial departments of schools. Such committees and Municipalities of course have entire control over any funds they may contribute, though they would not be able suddenly to divert money given for one object to an entirely different purpose.

[1] Friendly Society.

SECTION III—I—2.

162. The Central Provinces are divided into three circles of inspection. The southern circle comprises, excluding the feudatory states, eight districts of 35,107 square miles; the northern circle includes seven districts and has an area of 25,134 square miles. In the eastern circle are three districts with an area of 24,204 square miles. In the northern circle are 590 schools, in the southern circle 509 schools, and in the eastern 345 schools. The number of scholars in the northern circle is 30,620, in the southern circle is 29,964, and in the eastern is 21,228. Besides the three circle inspectors there are 18 district inspectors, one joint inspector, and one inspector of schools in the feudatory states of Sarangarh and Patna. The area of each district inspector's circle of supervision, and the number of schools and scholars each has to look after, may be thus shown :—

Character of the inspection.

(a) Average area and number of schools assigned to each inspecting officer.

Name of District.	Pay of Inspecting Officer.	Area of district excluding feudatory states.	Number of schools under inspection of zila inspector.	Number of scholars.	Remarks.
Nagpur	150	3,786	145	8,359	
Bhandara	125	3,922	47	3,575	
Wardha	70	2,401	68	3,832	
Seoni	60	3,247	32	1,520	
Betul	60	3,905	24	1,541	
Balaghat	60	3,146	36	1,882	
Chanda, including Sirouncha	60	10,785	56	3,256	The head master, Anglo-vernacular school, Sirouncha, inspects eight schools and teaches one. For his inspection work he is paid Rs. 50 annually.
Chhindwara	80	3,915	34	1,779	
Damoh	100	2,799	46	2,183	
Hoshangabad D. I.	90	4,437	85	3,342	
„ Sub-D. I.	50				
Jubbulpore	90	3,918	106	5,999	
Mandla[1]	60	4,719	21	945	[1] No moharir is allowed to the zila inspector, as the schools are so few.
Narsinghpur	105	1,916	56	4,183	
Nimar	60	3,340	86	3,401	
Saugor	125	4,005	87	4,789	
Raipur D. I.	80	7,192	201	12,986	
„ J. D. I.	60	4,693			
Bilaspur	70	7,798	64	4,094	
Sambalpur	125	4,521	49	2,133	
„ Sarangarh, and Patna Feudatories.	50[2]	3,939	13	726	[2] Paid by the Feudatory Chiefs.
	...	88,384	1,286	71,025	

(5) Average duration and extent of the annual tour of each class of inspecting officers.

163. In the Central Provinces, district inspecting officers are on their tour all the year round. From the 1st October to 31st March each officer must be in camp on an average of two months for 24 days each month; and from the 1st April to the 30th September he must be in camp 18 days each month or no travelling allowance is given. Zila inspectors are permitted to remain at head-quarters for 20 days in March, in order to prepare the annual returns. So also circle inspectors, though they go on tour from the 15th or 30th October to the end of March or April, are not expected to remain at head-quarters during the whole of the remainder of the hot weather and rains, and they do not so remain. The average number of days each inspecting officer was on tour, and the average number of miles each officer travelled by rail and road may be thus shown :—

	No. of Officers.	Average number of days each officer was on tour.			Average number of miles each officer travelled.					
					1879-80.		1880-81.		1881-82.	
		1879-80.	1880-81	1881-82.	By road.	By rail	By road	By rail.	By road	By rail.
Inspector General of Education.	1	162	159	157	1,118	1,168	1,088	1,168	1,004	1,366
Circle Inspectors .	3	192	212	210	1,322	651	2,156	857	1,805	1,145
Zila and Joint Inspectors.	20	278	267	249	2,659	222	2,170	264	1,870	251
Feudatory State School Inspector.	1	No	return.	190	...	No	return.	...	1,799	...

Thus the Inspector General of Education is on tour on an average for five months in the year, each circle inspector for seven months in the year, and each district inspector for about nine months in the year. The average number of inspections made was :—

	1879-80.	1880-81.	1881-82.
Inspector General of Education	129	153	120
Circle Inspectors	298	350	319
Zila and Joint Inspectors . . .	345	209	219

Inspecting officers are required not merely to examine schools but to correct faulty methods of teaching and to see that the discipline of the school is good. Mere examination is not the principal duty of the inspector. Circle inspectors have such large areas to go over that they are unable to spend very much time in each school.

164. Circle inspectors are required to know both practically and theoretically how to conduct examinations and inspections.

(c) Code of rules.

As the best books on the subject of school inspection are open to them, and as three out of four inspecting officers have all their lives been either schoolmasters or inspecting officers, it is presumed that they understand their work. There is therefore no code of rules for circle inspectors. Zila inspectors are instructed in their duties by circle inspectors. There is a manual for schoolmasters, and simple rules for teaching certain subjects are prescribed, and these rules inspecting officers are required to see carried out. In every school minute-book each inspecting officer records fully the results of his examination and his opinion of the discipline of the school; he further mentions anything he may see to be defective in the school apparatus, library, building, &c. These remarks are in vernacular schools translated for the benefit of the teachers, the translation being legibly written in the school minute-book. He sees the boys at drill, and when practicable the gymnastic classes go through their exercises. Every month the circle inspector sends an inspection report to the Inspector General of Education, in which each school seen is described and the fitness of each teacher is mentioned. The form of the inspection statement is as follows:—

Month.	Date.	District.	Tahsil.	Name of school.	Number enrolled.	Number present.	Kind of school.	Name of master.	Caste.	Age.	Salary.	Remarks on fitness of master.	State of school.	Remarks.

And each circle inspector after completing his tour in any district, reports fully on the schools seen to the Deputy Commissioner who forwards the report to the Commissioner of the division. Each zila inspector annually examines all the classes of village schools in all subjects and passes pupils by the upper and lower primary standards. According to the results shown the pay of the schoolmasters[1] may be slightly raised or slightly curtailed, so far as this can be done without affecting the sanctioned schedule of establishment. If the sanctioned scale showing the rates of pay is affected by the suggestions of the zila inspector or the circle inspector, then especial permission for the alterations proposed has to be obtained. Such permission is always given, on good cause being shown, provided there is no increase in expenditure. Each zila inspector sends a "work statement" monthly to the Inspector General of Education either with the travelling allowance bill or before its submission, and each zila inspector

[1] *Vide* Chief Commissioner's Circular No. 7 of 1870.

*Central Provinces.

keeps a diary showing his work from day to day, and a mirror of inspection which shows at a glance the state of the schools in any district and the number of visits paid. The Nagpur form of the zila inspector's diary is shown below :—

Name of Taluk.	Distance travelled in miles.	Name of School.	Name of master, his caste, age, certificate of what grade, and pay.	Date of Examination.	CLASSIFICATION. Marathi and English.	CLASSIFICATION. Classes. 1 2 3 4 5 6	CLASSIFICATION. Total.	PROMOTION SINCE THE LAST EXAMINATION. Promoted and left.	PROMOTION SINCE THE LAST EXAMINATION. From 1 2 3 4 5 6	PROMOTION SINCE THE LAST EXAMINATION. Total.	AVERAGE DAILY ATTENDANCE SINCE THE LAST EXAMINATION. Months.	AVERAGE DAILY ATTENDANCE SINCE THE LAST EXAMINATION. Enrolled.	AVERAGE DAILY ATTENDANCE SINCE THE LAST EXAMINATION. Attendance.	RESULT OF EXAMINATION. Marathi and English.	RESULT OF EXAMINATION. Classes.	RESULT OF EXAMINATION. Number of Boys passed in Reading.	Explanation.	Grammar.	Arithmetic.	Dictation.	Letter writing.	Map drawing.	Copy writing.	Common-place book.	Exercise books.	Modi reading.	History.	Sanitary Primer.
1	2	3	4	5	6			7			8			9													
					Marathi.									Marathi.	1												
					Enrolled .										2												
					Present .										3												
					English.										4												
					Enrolled .										5												
					Present .										6												
														English.	1												
															2												

165. When zila inspectors are at head-quarters they are engaged in office work. They are relieved as much as possible from the inspection of schools at head-quarters, as head masters of zila schools have to look after such schools. When circle inspectors are at head-quarters they have to conduct the onerous examination of the numerous and important aided schools at head-quarters and to hold the middle school examination. The Normal schools take up much of their time, especially in the eastern circle. The Inspector General, besides joining in the work of examination, manages the museum at head-quarters and of course performs his ordinary office duties. Not the least arduous part of his work is the preparation and examination of vernacular school books. The annual report takes up a week or two of the time spent by inspecting officers at head-quarters.

The employment of inspecting officers at head-quarters.

Cost of inspection and control.

166. The cost of inspection was Rs. 77,152, and of direction was Rs. 26,506. The whole charge was debited to provincial revenues.

Public service examination work of circle inspectors.

167. The number of men examined for public service certificates in 1881-82 was 143. They were examined by circle inspectors.

SECTION III—J.

District and Branch Committees or Local Fund Boards.

There are local fund committees in every district.

168. There is a local fund committee in every district. Their constitution is described in Section V of the digest of the circular orders of the Chief Commissioner. The committee prepare annual budgets, which are submitted through the Commissioner of the division to the Chief Commissioner. The committees have perfect control over any small sum they may themselves vote for education, after the appropriation has been sanctioned by the Chief Commissioner. But no district fund committees give anything for education except those of Raipur, Wardha, Bilaspur and Sambalpur. In 1880-81 the total expenditure on education by district local fund committees was Rs. 972 only. No educational funds are placed at the disposal of district local fund committees. Their receipts are from the road tax, house tax, cattle trespass fines, unclaimed cattle sales, ferry tolls, nazul land and house sales, and so on. Of course it would be possible to enlarge the district local fund committees and let them prepare the district educational budgets, as they are now prepared by the Deputy Commissioners. But it would be preferable to have in every district a district educational committee which would prepare district educational budgets, and the members of such committees might perhaps induce municipalities and district fund committees to give to education at least as liberally as their funds permitted. If the members of the district education committees were allowed titles of honour whilst in office, membership would be exceedingly popular. Such committees in the present state of Native society in the Central Provinces would be valuable rather as committees of "supply" than as counsellors. To show how widely the habits of thought even of many educated Native gentlemen differ from those of Englishmen, it may be mentioned here, that an influential girls' school committee recently proposed that a book on obstetrics should be written for school girls, none of whom would probably be above 12 years of age when they left school.

SECTION III-K.

Functions of Municipalities with regard to the maintenance and control of schools.

169. Municipalities give funds for the support of schools. Every Municipality gives something towards education. The Municipalities do not control schools. But some Municipalities, at Harda and Burhanpur, distribute the work amongst the members; and conservancy, water-supply, education, and public works are mentioned as branches of municipal administration which have been especially supervised. But such division of work is not by any means universal, and most Municipalities content themselves with voting sums for education, and leave the control of such sums to the usual authorities. Of course no money that the Municipalities vote for one object can be diverted to another without their special sanction. The Municipal grants for education in 1880-81 amounted to Rs. 32,161 or to nearly 4 per cent. of the total Municipal expenditure. The accounts for 1881-82 have not been made up. But according to the educational returns for that year the Municipalities spent Rs. 34,815 on education.

SECTION III—L.

WITHDRAWAL OF GOVERNMENT FROM THE DIRECT MANAGEMENT OF SCHOOLS AND COLLEGES.

170. Schools are always given up in the Central Provinces when they are not necessary. For instance the Chanda high school has been given up, so have several of the Normal schools. English schools have also been given up, and there are fewer English schools now than there were ten years ago. The English schools given up have been:—Bhiwapur, Dhapewara, Patansaongi, Brahmapuri, Chimur, Bargarh, Rehli, Bhandara Anglo-Urdu school, Tumsar, Pauni, Sehora, Sagar town branch, and others. The comparative statistics are misleading in this respect. For an English middle school now appears as two schools, namely, a middle school proper and an upper primary English school. Schools have also been transferred to private bodies. Thus one town school and three ancillary vernacular schools were made over to the Church Missionary Society at Jubbulpore in 1867. There is only one Government school in the Central Provinces that could now be made over to any Missionary Society, and that is the Seoni zila school. This with its branches might be made over to the mission of the original secession of the Church of Scotland. It was proposed so far back as 1875 to make over this zila school to the society mentioned. Before resigning the school the Deputy Commissioner was asked to report on the state of feeling regarding the proposed transfer, and he replied:—

1. By transfer to private bodies.
2. When in competition with private schools or colleges.
3. When for any cause no longer necessary.

> "I have made enquiries from many people in the town. I have also taken the opinion of each member of the school committee separately, and I find that some of them, such as Gopali Sao and Roop Singh, have no objection, provided that religious instruction is not imparted; others again object altogether to transferring the management from Government to any private hands. They say, and I believe with some truth, that the school was first got together with great difficulty and only by the aid of the influence of the Government officials, and that when that influence is withdrawn the school will at once rapidly deteriorate. I think there can be no doubt that education is not popular in Seoni town or the district, and that if the people saw that the Government officials were not directly interested in keeping up the attendance at the schools, they would be empty in a very short time. It is a lamentable fact that the people should be so blind to their own interests, but still it is, I believe, true, and the test proposed to be applied by some of the members of the committee would, I think, be a good one. They say let the Scotch mission open an independent school, and if, in consequence of better instruction being imparted or more care being taken in looking after the boys, it succeeds in drawing away any pupils from the zila school, then let the zila school be closed and let the other prosper; but if the zila school is made over to the mission at once it will speedily be emptied, and then there will be no school at all.
>
> "As far as the Muhammadan portion of the community is concerned, I think they would send their children to the school whether it were in the hands of the mission or not, but the Hindus would withdraw the children almost to a man. I would therefore strongly recommend that the transfer be not made."

Now both the schools are working side by side. The Seoni zila school and its branches contain 201 scholars and cost last year Rs. 1,872 or Rs. 156 per mensem, which is about the same the mission asked to maintain the schools if they were resigned to them. There were in the mission school, Seoni, in March 1882, 226 scholars. Thus Government and mission schools educate 427 children; had the Government resigned its school there would certainly not have been so many children under instruction, and the saving would have been inappreciable. There are no other schools that could with advantage be resigned to Missionary or other bodies. The Jubbulpore high school happens to exist in the same town with the Anglican Church mission school, but it is not fed from the same sources. It is the only Government high school in the Central Provinces, and is intended to educate pupils trained in the Government middle schools of the northern circle. No scholars are admitted who have received any portion of their training in the Jubbulpore Anglican Church mission school, unless the head master of the school gives them a recommendatory letter. On the 31st March last there were 149 scholars on the roll of the Government high school, Jubbulpore, and

all but 17 of them were from district schools. The exceptions had been educated in the aided city school, Jubbulpore, a middle school established and supported by Natives who did not wish that their children should go to the mission school.

SECTION III—M.

General Relations of Departmental Officers to Private Schools or Colleges in Competition.

i.—With Government schools or colleges.

171. There are no Government colleges or schools in the Central Provinces that are in competition with any private schools except in the case of Seoni which has already been mentioned. The Government high school at Jubbulpore is a provincial high school, draws its scholars from outlying district schools, and from the city aided middle school at Jubbulpore. It is in rivalry with no school. It is forbidden to admit scholars from the middle or high school department of the English Church mission school, unless the scholar brings a permissive letter from the head master or manager. The whole of the middle class education of Natives of Jubbulpore is entrusted to the Church mission school and to the city aided school, established and supported by Native gentlemen. The Government high school receives pupils from the city aided school which has no high school department, but none from the Church mission school, which has its own high school department. In 1881 a very large number of boys from the district middle school of the northern circle passed the middle school examination and sought admission into the Government high school. The principal, without waiting for instructions, refused to admit so many boys, on the plea that as a parallel class must be formed his staff of teachers was inadequate for the work. Consequently the rejected boys must either have given up their high school studies or have joined the mission school. On this being represented to the Local Administration, additional teachers were provided for the Government school, and all middle school students from the Government district schools or from the city aided school who had passed the middle school examination in the 1st or 2nd division were admitted, parallel classes being formed. Before the strengthening of the staff of teachers a few boys, 16 in number, sought admission in the mission school, but directly they knew that they could be admitted to the Government school they entered themselves. The manager of the Church mission school begged that these boys might not be admitted to the Government school. But as they had received no part of their education at the mission school, the Inspector General of Education regretted that he could not refuse their admission and compel them to attend the mission school or to sacrifice their higher education.

The only other schools in competition with Government schools are the indigenous schools in the larger towns with the lower primary branches of Government middle class schools. All indigenous schools, if they choose, are admitted to aid under the payment by result rules.

ii.—With other private schools or colleges.

172. There are some schools and colleges in rivalry with others, namely, the city aided school, Nagpur, with the Free Church mission school; the city aided school, Jubbulpore, with the Church of England mission school; the Saint Francis deSales school, Nagpur, with the Bishop's school, Nagpur; the indigenous schools in most large towns with each other. All these schools are aided under the rules. There is ample room for them all and the educational department have never yet had to interfere. Of course if it were found that an aided school reduced its fee to the detriment of another aided school of the same grade in the same town, the educational department would then interfere and endeavour to equalise the fees at the two institutions.

SECTION IV.

General Summary and Recommendations.

173. Such being the history and present state of education in the Central Provinces we now come to the recommendations which the facts and figures suggest. The problem before us is (1) to see how far existing facts are consistent with the orders which constitute the Indian educational code and how far they diverge; and (2) to offer such suggestions as experience seems to warrant for fuller compliance with the orders or for modifications in them. This latter consideration is important. We would not support any policy merely because we could find some official authority for it, still less if such authority be isolated or inferential. To do this would be to throw away the benefit of experience, which is the best guide and critic of all codes. No code, still less an educational code, can be expected to be stereotyped and immutable. The Despatch of 1854 was designed to initiate a new and broad policy, the results of which must be tested by the spirit more than the letter of its text. In all the more advanced Governments of Europe the educational code has been the subject of perpetual modification and amendment; and it would be absurd to expect the different provinces and civilizations of India to adapt themselves exactly and for all time to any code, however elaborate or comprehensive. The framers of the code, who themselves were guided[1] "by the experience of the past," would never have claimed any such infallibility. We think that the time has come and that our Commission offers a good opportunity to review the orders in force and to recommend what is the best educational policy for the Government now to pursue. Our Commission will doubtless consider whether there is not a tendency in all departments—and the more powerful and permanent the department the greater the tendency—to create and keep up an interest not always in all respects identical with the public interest; and whether the best exponents of the public interests are those who have most benefited by the existing system, who have learnt the language of good appointments, who are heard at public meetings and are read in vernacular papers, whereas far larger and more important claims will be dumb or may have no representative.

[1] Para. 6, Despatch of 1854.

With this premise we cite in the margin the most important orders[2] upon which the existing systems have been declared[3] to be based, and we have no hesitation in saying that in the Central Provinces there has been from the first a consistent and on the whole successful effort to comply with them. The report has shown how the education department in the Central Provinces, constituted and recruited under the orders of 1854 and 1859, has all along sought the co-operation of the people; how the rude indigenous system of the Saugor and Nerbudda territories and of the large towns of Nagpur and Kamptee was not superseded but fostered and improved; how attempts were made in the southern and eastern circles to encourage indigenous schools; how female education was promoted; how education was made a part of the regular administration for which the district officers were as responsible as for any other part; and how primary instruction has from the first received the greater share of the attention of the department and of the funds available. The point on which divergence from the orders is most usual and most to be expected is in the allotment of funds for primary education. The sum of the orders on this point originating in 1854 and reiterated from time to time until 1870 is that Government "expenditure on education should be mainly directed to the provision of elementary education for the mass of the people." By "Government expenditure" we do not here understand expenditure from cesses or rates specially raised from certain classes for special objects, still less do we understand expenditure from fees, subscriptions, endowments, local grants, and the like, which may or may not appear in the imperial accounts. We understand Government expenditure to mean what is now called the provincial grant to education, that is, the amount set apart for education from imperial revenues, raised from

[2] Despatch, 19th July 1854.
" 7th April 1859.
" 23rd Jan. 1864.
" 12th May 1870.

[3] Para. 26, Resolution, G. I. No. 3334 of December 1870.

Suggestion as regards provincial expenditure.

general taxation and distributed in lump sums to the Local Governments. We hold this policy to be sound and that it should be reaffirmed, and we annex a statement to show what the provincial grant to each Local Government is, and how it is said to be distributed to each class of education. The figures tell their own tale. We trust that our Commission will test these figures and lay down some principle calculated to ensure more uniformity in future :—

	Provincial Grant.	Expenditure from Provincial Grant on		
		College.	Secondary.	Primary Education.
	Rs	Rs.	Rs.	Rs.
Bengal	21,96,791	2,43,775	4,11,471	5,89,454
Madras	10,36,053	1,30,623	2,18,749	1,89,557
Bombay	11,02,631	86,107	2,20,206	2,71,121
North-West Provinces and Oudh	9,58,651	1,26,407	2,75,669	2,01,829
Punjab	5,58,522	53,041	1,63,592	1,12,421
Central Provinces	3,23,615	11,078	60,743	80,550
British Burmah	2,03,172	8,544	42,969	62,676
Assam	1,41,551	...	45,757	7,275
Coorg	17,981	...	6,079	3,603
Berar	2,23,307	...	22,625	1,25,280

Suggestion as regards relation to private enterprise.

174. Another matter in which there has been apparent failure in all provinces and perhaps also in the Central Provinces, is to comply with paragraphs 62 and 86 of the Despatch of 1854, relative to the withdrawal of Government from the direct management of schools and to their transfer to local agency, aided or unaided, by the State. These paragraphs seem to us to regulate in broad and general terms the relation of the State to private agency in higher education. The principle of them is that as the value of education becomes recognised, local efforts should be aroused to continue what the Government has begun, so as to enable Government to retire from the field of direct instruction and to close its own schools and colleges by transfer to private, and so set free funds for fresh efforts in more unenlightened tracts. This policy ensures all the advantages claimed for protection and Government interference without any of the attendant evils. As yet, however, it has not been pursued, probably because the very excellence and success of Government institutions have engendered a not unnatural reluctance to withdraw from them. The departmental success has obscured the political object; and the interest of the whole community has been lost slight of in the prosperity of the particular institution. But there have been special difficulties in the Central Provinces, where the agricultural population was at first averse to education and is only now beginning to show some little desire for it, and where, as a rule, the wealthier residents of the larger towns are not Natives, but only settlers, temporarily located for trade and therefore disinclined to do much for the local community. Still no schools of the higher order have been established in any towns or places where sufficient provision existed or could at first be otherwise created for the education of the middle or higher classes. Even in Nagpur, the capital of the province, there are no Government schools for general education, all primary, middle, and high school education being carried on by aided schools. In Jubbulpore, with 75,000 inhabitants, the English Church mission school and the city aided school have the monopoly of the middle and high class education. Much also of the primary education of the city is in their hands, the only competing schools being those maintained by indigenous schoolmasters aided under the results system, two Municipal schools and one model school attached to the Government training school for masters. In other towns of the Central Provinces there are no private secondary schools, except in Seoní where the Government might retire if the local mission school can take up the work. As yet no bodies of Native gentlemen have been found who would consent and be competent to take our

Government middle schools and manage them on the grant-in-aid system. Already one-fourth of the cost of our middle schools is contributed locally, as a rule, by Municipal grants and fees. Further attempts to introduce the grant-in-aid system for the maintenance of middle class schools might have checked the spread of middle class education and abandoned middle class schools to probable decay. Therefore although hitherto there have been obstacles to the transfer of schools, for the agency to receive them has been wanting, yet it is possible that now in some of the more flourishing towns, such as Gadarwara, Harda, Burhanpur, Khandwa and Raipur, where an intelligent middle class is springing up, local boards may be established to which the care of middle class schools and their support may be made over on the grant-in-aid system. But for the reason already stated, and because the class on which we should rely is small and not inclined to be liberal or public spirited, the experiment must be made watchfully and with care. The extent to which the same principle may be further acted upon will be discussed below.

Defects in the Central Provinces' system.

175. Any proposals for reform in any existing system should be based on a clear comprehension of its defects. We will therefore begin by enumerating and explaining such defects in the Central Provinces' system as have occurred to ourselves or have been pointed out by the witnesses examined. We have carefully considered and shall often refer to this evidence, and it should not be supposed that any evidence tendered to us has not been carefully considered because we may not specifically mention it. We need hardly say that our enumeration of defects implies no blame to the local authorities, and still less to the many able and earnest men who have for years been engaged in the work of education in the Central Provinces. On the contrary, we submit that a fair estimate of the progress made during the last twenty years, of the funds available for the work, of the moral and physical obstacles in the way, and of the results achieved in spite of them, not only requires no apology on the score of possible defects, learned only by experience, but invites such credit as is due to steady and successful work. The defects that we so find in the Central Provinces' system are as follow:—

(1) in the proportion of school attendance to school-going population;
(2) in the predominance of Government institutions;
(3) in the character and direction of the primary education given;
(4) in the Normal schools;
(5) in the status of teachers;
(6) in the fee system;
(7) in the system of female education;
(8) in the inspecting staff;
(9) in the supply of scholarships;
(10) in the want of a senior college department for the province.

We will discuss these defects *seriatim*, and with each defect we will offer our suggestions to remedy it.

First defect in school attendance.

176. As regards the first defect, the disproportion between school attendance and the total number of children of school-going age as shown by the recent census, we find the population of the province proper to be 9,838,791. Hence the number of children of school-going age (between 5 and 14) will be about 1,405,541; whereas the total on the rolls of all schools is 81,802. The difference must be children now growing up without any education worthy of the name, and we hold that the orders cited above and the example of all civilised countries demand consideration of their case. If the circumstances of the country do not yet admit of systematic female education on a large scale, we must yet face the fact that the number of boys who ought to be in our schools is over 700,000 and that our present system reaches about one-tenth of this number. The Government is, we hold, bound to do all it can to remove what the late Mr. Thomason officially declared to be the "standing reproach" to the Government involved in the dense mass of ignorance which these figures disclose. We can only conceive a more serious reproach, and this is that the lower classes are too debased for any education. This has only, we believe, been

urged of one province[1] and could not be urged with truth of any other. That it could be urged anywhere is a charge against the administration beyond the sphere of our enquiry. We hold that not only is the provision of education for the masses incumbent on general and moral considerations, but is essential to the best utilisation of the labour power of the population and the consequent development of the country. The value of common school education to common labour is now understood and recognised as the prime factor of national wealth, and is itself one answer to those who would limit primary education on financial or other considerations. And this is not the only ground or indeed the main ground of our contention. It is absurd to suppose that axioms of duty and responsibility which no one ever thinks of questioning in the west cease to be axioms in the east, or that obligation is a matter of latitude. "Every child has a right to education, and it is the duty of the State to guard and maintain that right" was the preamble of Earl Russell's last educational resolution in Parliament. "Primary education is the bare debt of a State to all its offspring, sufficient to make him who receives it a human being" is the declared basis of the French and the principle of the Dutch, German and American codes. Our English legislature is not prone to declare first principles, but it has now made primary education compulsory and votes annually about four million sterling for the work.

[1] Mr. Nesfield's evidence for Oudh.

177. The remedy for this first defect covers almost the entire area of our enquiry. We want a more assured basis for the educational administration, more funds, more agency, and more schools. We reserve for the last of our suggestions the question of an Educational Act for India. For the present, we assume that the Government, either by legislation or by executive order, will be able to initiate the changes suggested. We think that Government should first declare and confirm the reiterated order summed up in the Despatch of May 1870, that primary education is the primary object of its educational policy to which Government, that is, imperial expenditure, is to be "*mainly*" directed. This need cause no apprehension or alarm if it be done with due and declared provision for the legitimate needs of higher education. Then we would have an educational survey (which can be readily made by the existing staff) to show in each town and village, beginning with the larger towns and villages and working downwards, the ratio between the needs of such town or village, in the matter of primary schools, and the existing supply. This will enable the local administration to say what must be done in order to place a fairly equipped primary school within the reach of the great mass of the children in the province. This will be a distinct, though distant, aim to which the provincial and district authorities will gradually work up, by the best combination of means to ends that experience may suggest. The third step will be the constitution of school boards, to manage schools where they exist, or to create and encourage them where they are wanting or inadequate. We specially look to this agency as most likely to foster and develope any indigenous schools or rudimentary efforts which, by the fact of their existence, seem some indication of what the people want for themselves. We do not wish to see the best indigenous schools turned into Government schools, but encouraged and improved on their own lines. It would be premature here, even if it were practicable, to determine in detail what should be the constitution and powers, administrative and financial, of these school boards or their relation to the Government and the people, or how far they might supersede or be amalgamated with the existing school committees, or with any measures that may be in progress in connection with the present policy of local self-government in which we are sure that the claims of education will find a prominent place. All these points are far too important to be summarily or superficially treated in a general report, but must be threshed out in a measure specially directed to this end after the principle of school boards has been accepted. We would only mention that these details have of late years been exhaustively worked out in the English system, which *mutatis mutandis* will be a useful guide to us here; and we would urge that the co-operation and responsibility of the district officers, who have contributed so largely to any success that has hitherto been achieved, should be carefully maintained.

Remedy for first defect.

Mr. Elliott A. No. 5.

178. As to funds, this of course is the pivot on which the whole scheme turns. The only objection we anticipate to the proposed extension of primary education is on this score. The usual objection is a calculation of the present cost to Government of primary education multiplied by the number of children of school age, and this is urged as an insuperable obstacle to the scheme. But any such calculation would be very fallacious. If the amount represented by it were at present available the money could not be spent. Neither school accommodation nor schoolmasters nor management could be procured at once. The system must grow, and its growth must be gradual. Besides, there is, as a rule, a decrease in the cost of an article corresponding with the increase in its production. Moreover, if we can once succeed in making education a matter of national concern and part of the system of local self-government, it is certain that we shall be able to get money's worth in many ways, both in service and in kind, without money payment. In all countries much gratuitous service is forthcoming, especially of the higher kind, where remuneration is less a motive than honourable distinction, and most in those countries where there is most self-government which ensures the best practical education of a people by leaving a large portion of the business of the community in the hands of those who are most interested in it. Combination for general requirements is an immemorial characteristic of village organisation in India and may be utilised in our cause. We think it a happy augury for education in India that our enquiry coincides with a period when self-government is being made a reality. Until now, and this only of late years, the potency of private agency has only been recognised in trade, where it is at last admitted to be the best ally of the Government at the most serious emergencies, most potent when most free. We have yet to learn what this power, freed from the fetters of Government competition and official interference, can do for education. If trade is based on gain which appeals to all, education has peculiar attractions of its own, especially strong in a community where, until our time, it was always intimately connected with religion and with so many time-honoured associations of learned castes and sacred places. Hence we are warranted in the hope and belief that the attempt to establish a sound and adequate system of primary education may be made without any risk of financial embarrassment, which it is of course the first duty of Government to avoid. Our educational survey will tell us our needs, and our school boards will be the agency to supply the need. We should look to our school boards to raise locally or receive some nucleus of funds to be under their own control and spent where they are raised; and we would declare it to be the first charge on the provincial grant, after defraying all the charges for direction and inspection, to assist these boards, in such proportion as may be determined, in view of the whole need, the whole amount available, and of the circumstances of the particular locality. If the provincial grant be carefully allotted on the basis of local contributions, including of course cesses, fees, subscriptions, Municipal grants, and the like, we have no anxiety as to too heavy calls being made upon it. But we would urge the declaration and steady adherence to the principle that self-help is the measure of Government aid, within practicable limits and for admitted objects. It must necessarily be a matter of experiment to decide what is the minimum necessary grant to a school board to enable it to start or maintain a primary school; for schools will vary with localities. But, as a mere estimate and basis of calculation, we would uphold the proportion laid down by the Government of India in 1871[1], and we would say that, as a rule, in ordinary localities the provincial grant should be one-half the local contribution or one-third of the total expenditure on instruction proper: we say ordinary localities because we must recognise that, in some few exceptional localities, "special efforts" may be required. There the Government may at first be obliged to step in and establish a school of its own; but this should only be done temporarily and with due regard to the considerations above insisted on. While, therefore, we should look to our school boards both to raise or receive and administer funds, we must so organise our system as to steer clear of two difficulties—(1) our schools must have an assured and not a voluntary basis liable at any moment to collapse, and while in existence, offering no certain status and prospects to the school officers: and (2) we must take care not to make education unpopular by miscellaneous and direct taxation to support it, or by opening a

Funds for primary education.

[1] Government of India, Home Department, No. 100, dated 4th March 1871.

door to oppression in its worst form, that is, under the nominal protection of the law. We must remember that local self-government, and still more self-taxation, will be new, whereas local rivalries and animosities are very old, and that the first efforts of the former may be directed to the prosecution of the latter. We should therefore hope that the aggregate nucleus of the local fund, which will be supplemented by the provincial grant, will not as a rule be raised as a separate fund by separate or special taxation for education, but will form part, and a good part, of such funds as are raised, under due control from without, for the general purposes of self-government.

Second defect in the predominance of Government institutions.

179. The second defect is in the relation of Government to private agency, as disclosed in the extent to which schools are now in the hands of the Government, and as contrasted with the extent to which the people are educating themselves. Out of 81,802 children at school, nearly three-fourths or 58,559 are in Government schools. This is an evil in many ways. No Government has ever yet succeeded in educating all its subjects. It can no more educate than feed them; indeed if Government were to attempt to interfere in the business of food as it does in the business of education, the Government would soon be bankrupt and the people would starve. That our Government is not bankrupt from its action in education is due to the fact that the action is so limited and partial, and that the great bulk of the people are educationally starving. It is no part of the ordinary functions of Government to assume the entire control of even primary, much less of higher, education; and on economic grounds it is an axiom that every function unnecessarily imposed upon the Government is an additional burden upon an already overcharged body, resulting in the unnecessary work being badly done to the detriment of necessary work which might be well done. It is true that people must have food but will sometimes preferentially go without education, and that hence schools of primary education may be an exception to this axiom, on the principle that those who are most in need of such education are usually the least desirous of it and most incapable of getting it by their own lights; it is also true that this exception is strongest where, as in India, there is a wide distance in civilization between the people and the Government. Still the exception does not abrogate but only qualifies the general principle of non-interference. It only points to the expediency of Government efforts and aid being so applied as not to increase and perpetuate the helplessness of the people, but to foster and encourage any rudiments of individual exertion or public spirit—evoking and strengthening rather than superseding private agency and enterprise. Testing in this way the present predominance of our Government schools and the present excellence of some of our best institutions, it is doubtful whether the numbers of the one and the superiority of the other not only distance and handicap private effort, but also induce the people to rely on them rather than on self-help. We would invite attention to Mr. Hodgson's evidence as to the difficulties and "overwhelming opposition" actually alleged as incurred by an aided institution in competition with the inexhaustible resources of Government. Why is it that we hear now so little of such efforts as were made in 1815 by the Native gentlemen of Calcutta who found a want existing and combined and founded the Vidyalaya or Anglo-Indian college to supply it? The reason can only be that the colleges founded and maintained by the Government have taught the people to look to the Government for what their ancestors were ready to look to themselves. We are aware that the limits within which abstract principles can be applied to practical politics are narrow; yet we hold that those principles should be borne in mind, and we would ask whether the same arguments which preclude Government interference in trade are not analogous to education, because Government can do more than any one trader, but not nearly so much as all traders; and yet its action deters all, for none can compete with Government. Again we would ask whether Government interference does not tend to create a monopoly, that is, the encouragement of bad products, whereby the consumer pays a tax for the laziness and incapacity of the monopoliser; since the quality of any product can only be kept to a high standard by free competition. It is as evident that Government competition is a restriction on free competition as it is that every restriction on free competition is an evil and opposed to the general interest.

A. Nos. 20 and 37.

Again, the only private agency which can now at all compete with the Government is Missionary agency, recruited mostly from other countries and aided by independent funds. Hence the not unreasonable apprehension that if Government agency be reduced or withdrawn, the people will be handed over to the Missionaries. We hold Native agency to be the natural and proper counterpoise to mission agency. Indeed from the nature of things Native agency (which unlike mission agency is really "local agency") if freed from Government competition but stimulated by Government aid, should be immeasurably superior to mission agency. We have already expressed our desire to create and extend Native agency. We hold that it would be better to have even inferior schools on a sound system, capable of extension and improvement where even the work of management is part of the political education of the community, than to have schools whose very excellence deters the people from the work of their own education. We wish to see Government agency restricted, not only in view of the proper division of labour, but in view to encourage individuality of character and independence of thought and conduct which are so rare in India, but which are the only source of national progress.

Again, we offer as the best solution of the problem of maintaining strict religious neutrality on the part of Government, coupled with the restoration of religion to that importance which is assigned to it in all Native systems and in most civilized countries, and which many thoughtful Natives, especially of the Muhammadan community, claim for it now, is to transfer the work of instruction to Native agency, leaving only direction, inspection, and encouragement in the hands of Government.

Lastly, we hold that for all education above the primary standard, there is in all countries a natural ratio between the supply and demand, only requiring, and that at starting, Government encouragement and support. If Government artificially increases the supply of highly educated youths or unnecessarily prolongs the support of higher institutions, the result is (1) the diminution of the legitimate prizes due to those who have the capacity or the means to obtain high education for themselves, the subversion of the existing relations of class to class, the diversion of labour from fields where it is most wanted to fields where it is not wanted—the inevitable result of all protection—the consequent creation of an idle, discontented, and, in proportion to its numbers, dangerous class; and (2) the prolongation of the helplessness of the people who will soon claim as a right what was first given as an indulgence, so that any change of system may be expected to be resented most strenuously where the indulgence has been most frequent or prolonged.

Remedy for second defect.

180. The remedy for this second defect will be, as regards primary schools, that they should be all as a rule aided, board schools; but we now approach a more difficult subject—the relation of Government to higher education. This opens up a large question which has been much debated, and upon which some expression of opinion on the part of our Commission will certainly be looked for. Our view is that while primary education represents the larger need and has, by right and by the positive orders above cited, the larger claim on imperial funds, it cannot in India be the be-all and end-all of the Government system. Our Government must, in its own interest and for its vast and varied departments, aid directly in the training of its own servants to the required standard of probity and intellectual fitness; it must retain some control over the fountain of knowledge and take some means to ensure its purity at the source; it must do something to diffuse the civilization which it represents; it must give to India some of those advantages "which[1] the wise liberality of kings, ecclesiastics, and wealthy citizens in former ages provided for the middle and upper classes of England." All these arguments will be readily admitted, but they leave untouched the real difficulty of their application and limitation. It is obvious that whereas a definite sum might in time be fixed, which would secure for each province a sound system of primary education, there is no limit to the amount which might be spent and in some respects well spent on higher education. But there is clearly much difference between the action of Government in the two cases. In primary education, Government must do most where there is least co-operation. Ignor-

[1] Mr. Wordsworth's evidence.

ance, like crime, has to be met and attacked and conquered all along the line. But in higher education, local co-operation should be the condition of Government action; and the higher the education, the greater the co-operation. If, for instance, one-third of the whole expenditure on instruction proper were fixed as the Government contribution to primary schools, one-fourth might be fixed in middle schools, one-fifth in high schools, and one-sixth in colleges. Moreover, whereas primary schools are required everywhere, special and usually central locality is another essential condition of higher education. We would not allow higher schools to be started in the hap-hazard way which is now usual. We would only start or aid schools of a certain grade in towns of a certain size; the larger the town, the higher the grade, the rule in each case being uniform and declared. We would only take care that Government scholarships were available to connect the rural with the town schools and the town schools with the colleges. We have already (in paragraph 179 above) touched on some of the more obvious limitations of Government action, and we find it difficult to declare those limits more precisely, because we do not yet know the capacity of private agency. Let this agency be freed from everything that now shackles and impedes it, and then, where it halts or flags, will be the point for Government to step in. "As a Government we can do no more than direct the efforts of the people, and aid them wherever they appear to require most assistance,"[1] is the substance of what we have to urge under this heading; and had this policy been steadily borne in mind, our systems would certainly have been less ambitious but probably more successful. But in order to know where the assistance is really required, we must know what are the limits of self-help. The process that we should wish to see initiated and carried on in higher education is the conversion of Government schools into aided schools, and of aided schools into independent schools, thereby setting free funds for fresh efforts in more unenlightened regions, on the principle advocated in paragraphs 62 and 86 of the Despatch of 1854, of course with the safeguard which these paragraphs prescribe The necessity of decided and systematic effort in this direction may be inferred from the figures given in the margin. Where funds are so inadequate, it seems difficult to justify a system under which Government is paying at such different rates for identical results. It should be borne in mind that Government institutions can only increase at the direct cost of Government, and that this cost, owing to pension and other charges, is probably much in excess even of what is shown in the educational reports. Moreover, Government institutions never can increase in such numbers as to be adequate to the whole work to be done; and if they be regarded only as models, they are models which every year become less likely to be imitated, because they accustom the people to the dangerous indulgence of leaving the care of their own education to the Government. It should further be borne in mind that aided, and not Government, institutions are the natural precursors of self-supporting institutions which alone can be expected to expand to the needs of the whole community; and that any competition which the Government can succeed in creating—far from being "resented"—should be warmly welcomed as the signal which warrants the Government in giving up a line of action which is not only necessarily inadequate and therefore futile, but illegitimate and mischievous to larger interests. And if it be found that the illegitimate and futile line is actually far more costly than the legitimate and effectual line, surely there should be no further hesitation in the policy to be adopted. Already in some provinces a good English school has been officially declared to be a lucrative investment of capital, and where this is the case, the Government may retire from the work of instruction, leaving it to those who make it their business, but still retaining in its own hands inspection, and by its encouragement and rewards, direction. On this point we invite attention to Mr. Hodgson's evidence who has his own views of the causes why private agency has been restricted in the Central Provinces and of the extent to which it might be further utilised.

[1] Paragraph 100, Despatch, 1854.

Statement showing cost to Government per head in Government and aided schools respectively.

	Rs.	A.	P.
Government high school	85	4	9
Aided school	37	12	9
Government middle school	24	13	8
Aided do.	15	1	5
Government vernacular primary school	2	15	11
Aided do.	1	1	0

A Nos. 14 and 30.

We are of opinion that all schools above primary schools should be on the system of payment by results, and that the payment should be determined by such sums as the Government can afford, after the charges for direction, inspection, and primary education have been provided for. In no case should such payments have any relation to private expenditure, real or alleged, nor should they involve inspection of the whole school, but only the examination of those who are claimants for the grants. Nor should such payments be necessarily permanent. It may be broadly stated that, when the Government has in any province ascertained by experiment the limit of private agency and has declared, as it should declare, the local and other conditions of Government aid, any school above the primary grade which fails to comply with such conditions and requires permanent Government aid for its support, is a school above the real requirements of the locality; and though the Government may encourage the initiation of such schools, it must leave them to find the only level which makes them of permanent benefit to the community, that is, to be self-supporting. We trust that our Commission may be able to evolve some defined principles of action which may best carry out the objects contemplated in paragraphs 48—55 of the despatch of 1854, and which, based on the experience since gained, may most encourage private agency to depend least on Government support, the problem being to give the greatest amount of aid with the smallest encouragement to undue reliance on it. On this point we cannot point to any evidence to help us, because the financial effect of the suggestions or recommendations made has never been sufficiently considered; and this of course is the real difficulty in the matter.

Defect No. 3—in the character of the primary education given; and the remedy.

181. While we recognise the immense advance that has been made in our Government rural schools, we still think that these schools are too literary, and tend to withdraw those who attend them from the agricultural and mechanical arts which the country so much needs. We do not wish to divert the workers with their hands from the work which their fathers have done before them. We do not wish to see the country overrun with pleaders and writers and claimants for literary work when the best authorities have pointed to the great need of industrial development. We wish to aid industry to work more intelligently. We recognise the enormous superiority of the educated workman as the best contribution that Government can make to technical education. We wish to bring brains to bear upon sinews and muscles. Hence we would still further revise and enlarge our primary course in view to more attention being paid to the elements of natural and physical science and their application to agriculture, health, the industrial arts, manual labour, and the uses of the tools of the principal crafts, including drawing, music, and gymnastics. We are well aware that even from the course so revised too much must not be expected, because India as yet lacks the literature to which elsewhere such a course would directly lead. But this lack of a higher literature is itself an argument for making the primary course as excellent, that is, as complete in itself, as it can be. Moreover, we may hope that if sound primary education is ever placed on an adequate footing, it will create a demand for and lead to a supply of that kind of literature of which the absence is so often and so justly deplored. We think that primary schools should be strictly confined to primary instruction as above defined; that they should give something complete in itself; that they should not attempt to teach English or any foreign language. And looking to the fact that industrial development has been declared to be the great need of the country, we think that they should not take their main tone from the higher school and University system, but be connected, by scholarships open to real ability, with such some central college as the *École centrale des arts et manufactures* of Paris or corresponding institutions of other countries. This would be quite in accordance with paragraph 80 of the Despatch of 1854. On all these points an expression of our Commission's opinion seems required.

Defect No. 4—in Normal schools, and the remedy.

182. The fourth defect is in our Normal schools, and we are aware of the truth of the maxim "as is the teacher so will be the school." Good schools can only exist where good masters can be found for them. The orders will be found in paragraphs 67—69 of the Despatch of 1854, and the facts on the whole correspond with them.

The figures are as below :—

Statement showing the Statistics of the Normal Schools in the Central Provinces.

Class of Institution.	Number.	Pupils.	Total cost per annum.	Cost per head per annum.
			Rs.	Rs.
Government (Masters)	3	171	21,010	113
Ditto (Mistresses)	1	17	5,132	270

At present our Normal school course lasts for one or two years. The majority of masters under training receive only one year's instruction. The time is too short, as is pointed out by some of the witnesses. Not only is the supply of masters too small, even for present needs, but their training is imperfect. Moreover, all the institutions are Government, and consequently the whole cost of extension and improvement must, under present circumstances, fall on the Government. We think, *firstly*, that Missionary and other private agency should be invited by larger grants than are otherwise available and by the merit and importance of the work to establish training schools. It is obvious that a grant-in-aid to such an institution would go much further in the spread of education than the same money spent on an ordinary school. In the one case Government sows the seed ; in the other it pays at the same rate for a single crop. In any case it is obvious that some means must be found to train a much larger supply of teachers, and this can only be done by some reduction in the present cost to Government. *Secondly*, the Normal school training may be improved by extending the course from one to two years. To do this the number of masters under training must be increased, and the practising schools enlarged. We deprecate the extension of the training to three years. Young men kept so long in towns would dislike to return to villages as village school teachers and would lose their home influence. *Thirdly*, the means should be strictly subordinated to the end in view, that is, to supply primary masters only. It is obviously unwise and costly to instruct men above the duties they have to perform, or to attempt to combine in one institution training for different classes of schools. Our masters have to be content at first with smaller salaries than are drawn by vernacular writers in offices. To increase their culture only renders them dissatisfied with their pay and position. A two years' training will suffice, especially if a considerable portion of the time is spent, not in the acquisition of knowledge, but of the art of teaching. *Fourthly*, the training of masters for primary schools may also be improved if the existing imperfect monitorial system be revised as suggested by Mr. Thompson. Normal schools would then receive a better supply of candidates. Pupil teachers might be selected at the age of 14 or 15. They would agree to serve for a term of five years and submit to the discipline of the Normal school. For their first year's service they might be paid at the rate of Rs. 3 or 4 a month, according to the district, to be increased to Rs. 4 or 5 after one year's service, and on passing an examination in the management of a class and a portion of the 5th class, the subjects to be selected by the department. At the close of the second year, the monitors might be required to pass a further examination in school management, method, drill, mensuration, and surveying with the "plane table." Their pay would then be raised one rupee a month, and on this pay they would remain monitors until

Evidence of Mr. Thompson, Answer 7; the Reverend T. R. Hodgson, Answer 8; Mr. Fraser, Answer 9.

Answer 33.

admitted to the Normal school at the age of 18. The masters who trained their pupil teachers to pass the examinations noted might receive a small bonus for each man they passed. This is the plan recommended in paragraph 68 of the Despatch of 1854. *Lastly*, as in the German system, we would throw open our Normal school examinations to any candidate of proper age and character who, if he succeeded in passing the test, should only be required to pass a qualifying term of, say, six months in the practising school attached to the Normal school. The object in view is to ensure, preferentially by aided agency, and failing this by Government agency, such a supply of properly-trained teachers as shall be available to meet the demand for them by the school boards which we hope to see established.

Defect 5—in the status of village schoolmasters; and the remedy.

183. Some of our witnesses have urged, and we are aware, that our village schoolmasters have not always that status and influence to which they are entitled. The complaint is somewhat indefinite as the facts will vary with the individual; but as consideration in this country usually follows pay, the question arises how to improve the status of masters without increasing their pay. We do not approve of giving them land to cultivate as has been suggested;[1] but they might be made more of by being allowed to hold any village office consistent with their primary duties. They might, *e. g.*, be made the village postmasters and receive a small remuneration for the work. They might also be made the Government referees on local questions, or be appointed on commissions to determine questions of fact required in evidence by the courts or be the compilers of the village vital statistics. At present the village schoolmaster system is a *quasi*-system of payment by results. The salaries of village masters are arranged according to the results of the annual examination of their schools. This system allows of masters being punished for bad work and of some masters being rewarded for good work. But when a man is already at the top of his grade, the inspector cannot reward him. Hence good men are driven away from the department, as they may be degraded but cannot be promoted. The remedy does not, we think, consist in applying the payment by results system for which our primary schools are not ripe. There must be some certainty of at least subsistence, or good men will not take to the work. None of the witnesses examined would wish to have payment by results without local boards and without a portion of each master's pay being fixed. For some years local boards will generally be unable to see that the instruction given in schools is efficient. We think it should certainly be open to efficient masters to earn by good work grants under the results system, and the district prize fund might be so increased that inspectors might have it in their power not only to punish the idle but to reward the deserving by a "merit grant" for the general condition of the school, irrespective of the actual results of individual examination.

[1] Mr. Fraser's evidence.

Mr Elliot's and Mr. Thompson's evidence.

Evidence of Mr Fraser, the Rev. D. Whitton, and the Rev T. R. Hodgson.

Defect 6—in the fee collections; and the remedy.

184. The facts and figures are in paragraph 111 above. The orders are that in all schools fees should be imposed as tending to regularity in attendance and to some effort on the part of pupils and as forming a fund available to improve the position of the masters. These orders have generally been kept in view, but complaints have been made, not without reason, that the fee collections for colleges and secondary education are too small; that wealthy men do not pay enough for the education of their children. This is strongly brought out in Mr. Fraser's evidence (answer 21), who thinks that the rich get high education too cheaply; that the fees should be raised to bring out self-denial on the part of young men and self-help on the part of their parents, a view which he expands and illustrates in answer 49. We are of opinion that the general orders on the subject are sound and that no change is wanted in them. We would impose, in all schools, a real (that is, a not nominal) fee on all children, irrespective of the child's position in the school or the parent's means; but as in the English system we would allow the school committee or school board to remit the fee in whole or part for a renewable period

Mr. Hodgson's answers 16 and 19.

not exceeding six months in the case of admitted and declared poverty in the parent. We may explain, too, that though wealthy men in the Central Provinces do not pay higher fees than poor men, yet when school-house repairs, furniture, prizes, school uniforms for the boys, gymnastic apparatus, &c., are required, the wealthier parents generally subscribe.

We think that all committees of vernacular primary schools should be allowed to spend their fee receipts on their schools. At present village school committees have this power, but the committees of vernacular town schools have not. We also think that the fees of lower middle schools might be gradually assimilated to those of upper middle schools as they pass into the higher grade; but if high and middle schools are transferred to Native management, the fee rates will be decided by the managing committee and will form a far more important item of receipts than they do now. Hence we are not prepared to lay down any hard-and-fast line for fee payments which may reasonably vary, but we would say that when higher institutions remain in the hands of Government, the fees should be 50 per cent. higher than those charged in corresponding aided institutions, in order to diminish the ill effects of Government competition and to induce private agency to come forward.

Defect No. 7—in the system of female education; and the remedy.

185. The figures are in margin. The facts will be found in paragraph 139—149 above. Perhaps no better proof could be given of the very small effect of our present educational system on the mass of the people than the annexed statistics; and it will be remembered that this poor attendance is kept up by all the cost of the schools being borne by Government and that every trained schoolmistress costs the Government Rs. 1,000. Female education can hardly be said to have begun, for the little that has been done has been done with great difficulty, "as the people do not want to have their daughters educated."[1] We do not think that it could be maintained to be either the duty or interest of Government to promote female education in the same sense as may be declared of the education of boys. The obligation and the profit are social rather than political, and there are the special obstacles of the absence of any career for educated women, the custom of early marriages and the *purdah*. We can only hope that educated men will in time require their wives to be educated and will recognise the duty of educating their daughters. Hence the statistics of female education, which the people do not want now, form another argument for the education of boys which they generally do want. Hence, too, while we readily recognise the importance of female education on the ground urged in the Despatch[2] of 1854, we are not prepared to recommend any special concessions to girls' schools. There are no funds for doubtful and precarious experiments, and we would aid girls' schools only to the same extent as boys' schools. As for zenana teaching, which is private and therefore expensive tuition, mainly for the higher classes, we think that it has no claim upon Government at all comparable to that which might be made in behalf of public tuition for the masses. We would rather concentrate the efforts of the Government on the classes which are likely to attend public schools, in the hope that the higher classes will in time be shamed into educating their wives and daughters. Instead of creating or maintaining Government institutions we think that Government may aid in many ways and more directly by (1) providing a really suitable series of text books in a good legible type; (2) by encouraging village schoolmasters to let their wives join them in the work of education and so increase the family income; and (3) by opening up a field for the employment of educated women by letting them teach young children, a measure which will of course *pro tanto* diminish the cost of education. We attach great importance to this point, because there is no question that the real stimulus given to the education of boys is due not to the schools opened, which are the effect, but to the career and prizes which education is found to offer. It has been urged as a defect in the existing system that Normal schoolmistresses, even when properly trained, are liable to hasty and capricious dismissal. The remedy is to leave their dismissal in the hands of the circle

Statistics of female education in the Central Provinces.

	Schools.	Scholars.	Average attendance.	Cost to Government, Rs.
General	84	3,603	2,303	17,792
Normal	1	17	15	5,132

[1] Central Provinces' Education Report, 1881-82, paragraph 127.

[2] Paragraph 83.

Inspector, or at least to require his consent. As regards the higher education of girls, it has been urged that very little has yet been done for the education of the upper middle classes in towns. Miss Branch of the Jubbulpore zenana mission thinks that an inspectress of zenana teaching is required, for, although the Central Provinces have never been under Muhammadan rule and the seclusion of women practised in Hindustan does not commonly prevail here, still there is a prejudice among native gentlemen against allowing their daughters to attend schools. Hence the claim for more zenana agency. There are now two societies that support zenana teachers in the Central Provinces,—the English Church mission at Jubbulpore and the Free Church mission at Nagpur. As these societies progress native gentlemen will be found to unite and employ private governesses to teach the ladies of their own families. At Jubbulpore it would be easy to make arrangements to give an additional pandit to the female Normal school there, and free the lady superintendent to inspect the zenana schools of the city. But for the reasons already advanced, this seems a form of expenditure which has very slight claims upon any funds derived from general taxation, though we would admit that it has stronger claims on the resident ladies, especially of the official classes, than have yet been generally recognised.

Defect No. 8—insufficiency of inspection; and the remedy.

186. Inspecting officers in the Central Provinces examine each school in its own school-house before the members of the school committee, and some witnesses (Rev. T. R. Hodgson and Major Macdougall) think the number of inspecting officers should be increased. Even with incessant labour the circle inspector in two of the three circles of inspection is at present unable to see all primary schools once in two years. If schools are to be more efficiently inspected than at present, two of the circle inspectors might claim to have assistants. Since, however, our funds are small and as our schools receive inspection not only from departmental but also from executive officers, we cannot urge any present addition to the inspecting staff. It might perhaps be ruled that no zila inspector should have under his charge more than 80 schools. If these were inspected three times a year, the inspector would have to make 240 inspections annually. Hence if primary schools were largely increased, zila inspectors in several districts could require additional help. Such additional help could probably be only temporary, for as members of school boards improve in standing, culture and experience, they will superintend their schools more efficiently than at present. And as the training in a Normal school improves, the close supervision of inspectors will be less necessary. Moreover, we are not sure that some economy may not be effected in the returns and reports now required of the inspectors so as to make the services of the present staff go further.

Defect No. 9—insufficient provision of scholarships; and the remedy.

187. The figures are annexed. The orders as to scholarships are in paragraphs 63—66 of the Despatch of 1854, and briefly require some link to be formed between the different grades of all educational institutions, the amount to be fixed at such a sum as will suffice, but only suffice, for the maintenance of the holders away from their homes. Scholarships are expressly ordered for Normal students and for colleges of special education; and some of them are to be allotted by the University tests. The facts seem on the whole to correspond with the orders, except that it might be advisable to reduce the number and in proportion increase the amount of the primary scholarships so as to suffice for maintenance and to ensure better and older boys by keener competition. It has been urged by one of the witnesses, Mr. Thompson, that the number of primary scholarships should be increased. At present primary scholarships can only be held at superior schools, and consequently these scholarship-holders at an early age have to leave their homes and sojourn in a strange town where they may have no relatives able or willing to take charge of them. In some instances, owing to caste regulations, such little boys have to prepare their food themselves. Hence they sometimes fall ill and attend school irregularly and so fail at the examinations, after which, unable to continue their education, they return home less fitted to follow their father's calling than before.

We do not wish to encourage this result. On the contrary, our proposal is to reduce the number of such scholarships by raising the amount of them and consequently the age of the successful candidates. Wealthy Natives might be encouraged to found in their own name foundationships tenable at schools where adequate boarding arrangements can be made and efficient superintendence can be insured. Such prizes would add greatly to the popularity of our higher schools, and be quite in accordance with Hindu custom.

The Scholarship allotment and expenditure.

		Rs.
	Primary Scholarships.	
203	Vernacular rural school scholarships	5,284
80	Vernacular town school scholarships at Rs. 5 per school	3,420
26	Anglo-vernacular town school scholarships at do.	1,380
23	Zila school scholarships at Rs. 5 per school	1,620
332	Total	11,704
	High School Scholarships.	
51	Second year scholarships from Rs. 5 to 8 each	3,804
65	First year scholarships from Rs. 5 to 8 each	5,388
5	Second year scholarships attached to the Saugor Zila School at Rs. 5 each.	300
5	First year scholarships attached to the Saugor Zila School at Rs 5 each	300
126	Total	9,792
	High School Scholarships for Europeans and Eurasians.	
3	Sir Stafford Northcote scholarships from Rs. 12 to 15 each	468
3	Do do. do. at Rs. 12 each	432
6	Total	900
	College Scholarships.	
54	Old, from Rs. 9 to 20	6,996
45	New, from Rs. 9 to 15	5,148
99	Total	12,144
	College Scholarships for Europeans and Eurasians.	
4	Sir Stafford Northcote scholarships from Rs. 12 to 20 each	672
4	Do. do. do. from Rs. 8 to 12 each	432
8	Total	1,104
2	Art scholarships at Sir Jamsetji Jijibhoy's School of Art, Bombay, at Rs. 12 each	288
573	Total	288
	Grand Total	35,932
	Total amount expended during the year	26,602

Defect No. 10—want of a senior department in the Jubbulpore College; and the remedy.

188. There is no senior college department in the Central Provinces. During the last 12 years 90 students have passed the F. A. Examination, yet only 14 have graduated. There are now in the Education Department of the Central

Provinces only five graduates, two of whom are foreigners. Hence our middle class schoolmasters are imperfectly educated, and as they manage the primary schools of the towns in which they reside, both secondary and primary education suffers.

Evidence of Mr. Waman Rao Kolhatkar, Mr. Young, Mr. Thompson, and M. Kailas Chunder Dutt.

The Jubbulpore college and high school are provincial institutions and not local schools. They receive pupils not from Jubbulpore only but from all parts of the Central Provinces. There are now 57 scholars in the junior college department, of whom only 11 received their middle school education in Jubbulpore. In the high school there are at present 147 students, of whom only 19 are from Jubbulpore. Wardha and Sambalpur are the only districts in the Central Provinces that are not represented in the college and high school of Jubbulpore. Urya is the prevailing language of the Sambalpur students, who prefer to continue their education in Cattack or Calcutta. Wardha students similarly attend one of the Bombay colleges. The science college at Poona attracts annually one or two of our scholars who are trained for the degree of licentiate of civil engineering. It is quite part of our proposals, and would be quite in accordance with the standing orders, to invite the wealthier classes not only of the city of Jubbulpore but of all the districts of the Central Provinces to co-operate and combine for an object in which all are interested, and we have little doubt that an appeal properly made would be duly responded to.

189. As to the question whether there should be an Educational Act for India, we are decidedly in favour of it. We will not, however, enlarge upon this point here, as Mr. Browning desires to express his general concurrence in the conclusion drawn in the paper addressed to the Commission on the 28th March last, and Mr. Howell has nothing to add to it. We join in the hope that our Commission may declare an opinion on the proposal. The corollary of the Act would be that the reports of each Local Government should be annually reviewed in detail by a central authority, which would bring all the facts into one focus, and so ensure not only compliance but even rivalry, in compliance with the requirements of the law. We cannot but think it a defect in the present system that there is so little independent criticism and general comparison of annual results.

Suggestion as regards legislation.

190. We may perhaps be reminded that we undertook to review the orders on which our educational systems are based and to suggest any modification or amendment of them. After careful and mature consideration we can only suggest not that the orders be amended, but that they be strictly carried out. This is the sum of our several suggestions, and this inspires us with a confidence that we should not otherwise feel. We recognise now the soundness of Lord Dalhousie's estimate of the charter of Indian education, which has "left nothing to be desired, if indeed it does not authorise and direct that more should be done than is within our present grasp." We think that the time has arrived for a fuller realisation of that charter in the several provinces, and we trust that the same broad, tolerant, and comprehensive spirit may preside over the execution as is apparent in the design.

Conclusion.

A. HOWELL,

Commissioner of the Haiderabad Assigned Districts,

Member of the Education Commission.

COLIN BROWNING, M.A.,

Inspector General of Education, Central Provinces,

Member of the Education Commission.

Note by Mr. Browning.

Mr. Browning does not entirely assent to paragraph 180. He does not think that the system of payment by results as at present administered in some of the provinces of India should be forced on secondary schools in the Central Provinces. That system requires the examination of every boy, and the school managers who claim the grant receive a certain sum for every subject in which a scholar passes. The system to be efficiently carried out requires a larger staff of inspecting officers than funds in the Central Provinces admit, and is apt to place the inspector in direct antagonism to the managers of aided schools. Mr. Browning wishes to administer with due economy the comparatively small sum available for education, and to secure the co-operation of aided school managers, but not to render their income precarious and endanger the stability of their schools. The introduction of the system of payment by results is not desired by the managers of aided schools in the Central Provinces, and their opinion is of weight: see the evidence of the witnesses noted in the margin, and of Mr. Fraser's answer 19. It will be many years in the Central Provinces before middle class schools can be made self-supporting, and the Government will be required to exercise for some time longer the "wise liberality" mentioned at the commencement of the paragraph quoted. Mr. Browning also does not consider that a secondary school that requires continuous Government aid for its support is always "above the real requirements of the locality." There is a presumption that it is so, but he would have no broad statement that such a school is "above the real requirements of the locality."

See evidence of the Reverend J Hudson. B.A., General Superintendent of the Mysore Wesleyan Mission. Answer 11.

The Reverend T. R. Hodgson. Answer 11, and cross-examination by Mr. Howell. Answer 2.

The Reverend D. Whitton. Answer 4.

Mr. Waman Rao Kolhatkar, B A., manager of the city aided school, Nagpur. Answer 8.

COLIN BROWNING, M.A.,

Member of the Education Commission.

Return of Arts Colleges, Schools and Scholars in the Central Provinces for the official year 1881-82.

Number of Revenue Districts.	Total Area of Province.	Number of Towns and Villages.	Total population.	Institutions and Scholars.	University Education.	School Education, General.			Training Schools, or Special Schools attached as departments to General Schools.						Grand Total.	Percentage of		Remarks.
					Arts Colleges.	High Schools.	Middle Schools.	Primary Schools.	Schools of Art.	Medical Schools.	Engineering Schools.	Training Schools.	Industrial Schools.	[1]b Other Schools.		Colleges and Schools to number of Towns and Villages. [1]a	Male Scholars to male population and Female Scholars to female population.	
1	2	3	4	5	6	7	8	9	10a	10b	10c	10d	10e	10f	11	12	13	14
Eighteen districts. Fifteen Feudatory States.	84,445 square miles exclusive of Feudatory States. 28,834 square miles, Feudatory States. Total . 113,279 square miles including Feudatory States.	34,612 in the Khalsa. 11,242 in the Feudatories. Total . 45,854	Male population 4,959,435 (Exclusive of Feudatory States. Female population 4,879,356 (Male population 5,827,122 (Inclusive of Feudatory States. Female population 5,721,389 (	Institutions . For males	2	5	50	1,262	1	...	...	3	24	12	1,359	3·92	...	
				Institutions . For females	...	...	2	82	...	...	...	1	...	...	85	·24	...	
				Total	2	5	52	1,344	1	...	....	4	24	12	1,444	4·17	...	
				Scholars . Males	67	321	2,479	74,335	24	...	...	171	450	345	78,192	...	1·57	
				Scholars . Females	.....	...	14	3,589	...	...	...	17	...	...	3,620	...	·07	
				Total	67	321	2,493	77,924	24	...	...	188	450	345	81,812	...	·83	

[1] *a* In the Khalsa.
[2] *b* Adult schools.

Return of Schools and Scholars in the Central

Class of Institutions.	Government institutions.							Aided institutions.						
	No. of institutions.	No. of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	No. of scholars on 31st March, learning			No. of institutions.	No. of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	No. of scholars on 31st March, learning		
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Arts Colleges.														
University Education. — English	1	65	57	50	65	65	...	...	...	...	...	...	...	...
University Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education.														
School Education. Boys. High schools — English	1	149	100	84	149	149	...	4	172	167	135	172	168	...
School Education. Boys. High schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education. Boys. Middle schools — English	38	1,952	1,741	1,445	1,952	209	1,808	12	527*a*	517	302	527	154	458
School Education. Boys. Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education. Boys. Primary schools — English	39	1,574	1,505	1,120	1,574	...	1,574	15	1,034*b*	1,044	812	1,034	52	725
School Education. Boys. Primary schools — Vernacular	788	51,444	51,246	36,382	...	...	51,444	335	17,072*f*	17,189	11,509	20	78	17,072
School Education. Girls. High schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education. Girls. High schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education. Girls. Middle schools — English	...	...	...	...	...	...	...	2	14	11	10	14*d*	...	...
School Education. Girls. Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education. Girls. Primary schools — English	...	...	...	...	...	...	...	5	472	450	377	441*e*	...	74
School Education. Girls. Primary schools — Vernacular	84	2,676	2,611	1,719	...	...	2,676	12	423	427	253	9	...	423
Schools for Special or Technical Training attached as Departments to General Schools, viz.:—														
Schools of Art—Drawing school	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for masters	3	171	167	155	...	...	171	...	...	...	...	...	...	...
Training schools for mistresses	1	17	19	15	...	...	17	...	...	...	...	...	...	...
Industrial schools	24*g*	450	413	282	...	...	450	...	...	...	...	...	...	...
Other schools	3	51	52	19	...	...	51	8	291	282	191	...	...	291
Total	962	58,549	57,911	41,271	3,740	423	58,281	393	20,005	20,087	13,679	2,217	452	19,043

I.—The term *classical language* in columns 7, 14, 21 and 26 includes European and Oriental classical languages.

II.—Where boys and girls attend the same school, the column of Remarks should show the number of girls in boys' schools and the number of boys in girls' schools.

III.—By *aided* schools are meant schools not managed by Government officers, but receiving aid from Provincial Revenues or from Local Rates or Cesses, or in the Madras Presidency from Municipal funds.

IV.—*Unaided* schools are those schools not managed by Government officers and not receiving aid from Provincial Revenues or Local Rates or Cesses, or in the Madras Presidency rom Municipal funds.

V.—The sub-divisions of column 28 regarding races or creeds will vary according to circumstances.

Education—General Form 2.

Provinces for the official year 1881-82.

Unaided institutions under regular inspection.							Grand total of institutions.	Grand total of scholars on 31st March.	Grand total of Scholars on 31st March, learning			Classification according to race or creed of the scholars on 31st March.						
No. of institutions.	No. of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	No. of scholars on 31st March, learning														
				English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahommadans.	Sikhs.	Gonds, Kôls, Khonds, and other aboriginal tribes.	Others, including Jews, Parsis, &c.
18	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	2	1	1	2	2	...	2	67	67	67	...	2	1	59	5	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5	321	321	317	...	3	2	298	17	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	52	2,479	2,479	369	2,356	78	22	2,130	230	...	7	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	63c	62	47	63	...	37	56	2,671	2,671	62	2,336	305	154	1,876	290	...	6	40
83	3,148	3,062	1,989	...	5	3,148	1,206	71,664	20	63	71,094	1	95	63,033	5,146	1,006	1,032	751
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2	14	14	...	...	14	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5	472	441	...	74	383	80	0	...	...	...	...
1	18	20	4	...	...	18	77	3,117	9	...	3,117	...	74	2,856	147	...	9	31
1	24	23	20	...	...	...	1	24	...	...	...	...	...	23	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3	171	...	...	171	...	...	155	14	1	1	...
...	...	...	...	...	...	...	1	17	...	...	17	...	...	17	...	...	...	...
...	...	...	...	...	...	...	24	450	...	...	450	...	1	418	31	...	...	...
1	3	4	2	...	...	3	12	345	...	...	345	...	...	296	49	...	...	...
89	3,258	3,194	2,063	63d	7	3,206	1,444	81,812	6,022	882	80,630	785	429	71,779	6,930	1,007	1,055	827

a There are 5 girls in the Bishop's school, Nagpur, which is a mixed school for boys and girls.
b Of these there are 39 girls—14 in the Kamptee Orphanage and 25 in the Bishop's school.
c There are 15 girls in the Bishop's school, Khandwa, which is a mixed school for boys and girls.
d These girls also learn French. It has not been advisable to open an additional column for them.
e Twenty-seven of these girls also learn French, *vide* remark *d*.
f Of these there are 32 girls—17 in the Andra Sabha school and 15 in the Free Church mission school, Kamptee.
g Schools of carpentry and schools for Patwaris.

Return of Expenditure on Educa

Class of Institutions.	Government Institutions.								Aided Institutions.							
	Provincial revenues.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments.	Other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments.	Other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g	3
ARTS COLLEGES.																
University Education — English	9,435	...	...	1,178	...	...	...	10,613	...	...	...	...	...	...	...	...
University Education — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education.																
School Education. Boys. High schools — English	8,530	...	...	1,093	...	...	...	9,623	6,312	...	922	1,359	5,798	...	490	14,881
Boys. High schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boys. Middle schools — English	43,263	...	7,149	5,092	2,305	...	123	57,937	7,801	...	2,512	2,615	3,808	...	1,334	18,130
Boys. Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boys. Primary schools — English	10,230	...	2,926	3,661	745	...	...	17,568	5,760	...	1,356	2,953	7,103	...	671	17,843
Boys. Primary schools — Vernacular	41,894	11,506	14,243	14,362	4,537	...	321	1,86,925	18,232	...	1,032	2,002	16,725	...	1,195	39,186
Girls. High schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Girls. High schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Girls. Middle schools — English	...	...	...	...	...	...	...	...	515	...	120	416	79	...	200	1,330
Girls. Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Girls. Primary schools — English	...	...	...	...	...	...	...	...	3,847	...	120	4,828	2,904	...	1,319	13,018
Girls. Primary schools — Vernacular	...	11,963	1,320	...	157	...	13	13,453	1,467	...	240	...	1,588	...	2,447	5,742
Schools for Special or Technical Training attached as Departments to General Schools, viz.:—																
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for masters	19,226	...	14	...	114	...	2	19,356	...	...	...	...	...	...	...	...
Training schools for mistresses	*5,132	...	...	...	...	...	...	5,132	...	...	...	...	...	...	...	...
Industrial schools	4,082	...	10	615	...	...	452	5,359	...	...	...	...	...	...	...	...
Other schools	...	...	408	...	...	...	...	408	504	...	144	...	...	...	...	648
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	26,506	...	...	...	...	...	...	26,506	...	...	...	...	...	...	...	...
Inspection	77,152	...	...	...	...	...	...	77,152	...	...	...	...	...	...	...	...
Scholarships — Colleges	7,604	...	...	...	...	108	...	7,712	* 472	...	...	...	*...	...	...	72
Scholarships — Schools	9,190	5,317	18	...	...	...	50	14,575	4,248	...	...	...	...	...	281	4,529
Buildings	14,126	3,410	2,223	...	2,676	...	128	22,563	1,894	...	58	...	2,562	...	9,300	13,514
Miscellaneous	759	...	...	...	...	...	31,486	32,245	...	...	...	...	...	...	...	...
Total	2,77,140	1,32,256	28,311	26,201	10,534	108	32,575	5,07,125	50,352	...	6,504	14,173	40,627	...	17,257	1,29,893

a.—Maps and books have been supplied to a school for European and
b.—From Provincial Revenues taxable at the Unaided Catholic Colleges,
c.—The cost of direction, inspection, and the Book Depôt is made to
d.—There is no Aided College in the Central Provinces, but boys who

* In Bombay this column will have a separate sub-division showing the expenditure

I.—The value of scholarships attached to Colleges other than Arts Colleges
in the separate head "Scholarships."

II.—Fractions of a rupee are to be disregarded except in the calculations of the

III.—Column 6 will show the proportion which the expenditure on each Class of

IV.—In calculating the expenditure from Provincial Revenues or any other Fund,
head to which they belong.

V.—The average annual cost of educating each pupil is to be calculated on the

Education—General Form 3.

tional establishments in the Central Provinces for the official year 1881-82.

Unaided institutions under regular inspection.						Total Expenditure.					Average annual cost of educating each pupil in									
											Government Institutions.				Aided Institutions.				Unaided Institutions.	
Endowments.	Subscriptions.	Fees.	Municipal Grants.	Other Sources.*	Total.	Provincial Revenues.	Other Sources controlled by Government Officers.	Other Sources not controlled by Government Officers.	Grand Total.	Percentage on Total Expenditure.	Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Municipalities.
4a	4b	4c	4d	4e	4	5a	5b	5c	5	6	7a	7b	7c	7d	8a	8b	8c	8d	9a	9b
...	1,000	...	...	...	1,000	9,435	1,178	1,000	11,613	1·81	186 3 1	165 8 5	...	...	...	...	...	...	1,000 0 0	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	14,842	2,016	7,647	24,501	3·83	96 3 8	85 4 9	...	...	80 1 9	37 12 9	...	5 8 4	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	51,069	17,181	7,817	76,067	11·88	33 4 5	24 13 8	...	4 1 8	35 1 1	15 1 5	...	4 13 9	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	430	25	...	*a 46	501	15,990	8,734	11,182	35,912	5·61	11 10 9	6 12 10	...	1 15 1	17 1 2	5 8 2	...	1 4 9	8 1 3	...
...	757	147	...	1,536	2,440	60,126	1,46,061	22,362	2,28,549	35·71	3 10 4	0 13 1	2 2 10	0 4 5	2 4 6	1 1 0	...	0 1 0	6 12 8	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	515	120	...	1,330	·21	...	...	...	...	120 14 7	46 13 1	...	10 14 7	...	...
...	...	...	...	...	...	...	...	693	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	3,847	120	9,051	13,018	2·09	...	...	...	...	28 14 10	8 8 9	...	0 4 3	...	...
...	...	...	...	...	...	1,467	13,693	4,035	19,196	3·	5 2 5	...	4 9 4	0 8 1	13 7 2	3 7 0	...	0 9 0	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	16,226	130	...	19,356	3·02	115 14 6	115 2 0	...	0 1 4	...	...	...	...	...	...
...	...	...	...	...	...	5,132	...	...	5,132	·80	270 1 8	270 1 8	...	...	...	...	...	...	...	...
...	...	...	...	...	...	4,082	1,277	...	5,359	·84	12 15 7	9 14 2	...	0 0 5	...	...	...	...	...	...
...	...	...	...	...	...	504	552	...	1,056	·17	7 13 6	...	...	7 13 6	2 4 9	1 12 7	...	0 8 2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	26,506	...	...	26,506	4·14	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	77,152	...	...	77,152	12·05	...	...	...	...	...	...	...	...	...	...
...	...	...	...	*b 171	171	7,676	279	...	7,955	1·24	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	13,438	5,385	281	19,104	2·98	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	15,720	8,495	11,862	36,077	5·64	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	759	31,486	...	32,245	5·04	*c	...	...	...	...	...	...	...	...	...
...	2,157	172	...	1,753	4,112	3,27,492	2,36,706	75,932	6,40,130	100	8 12 2	4 12 7	2 4 6	0 7 10	6 6 7	2 8 1	...	0 5 1	1 3 6	...

Eurasian boys at Khandwa from Provincial Revenues.
Nagpur.
fall entirely on Government schools.
matriculated were permitted to hold College scholarships at the Bishop's school whilst preparing for the Roorki or other professional examination.
on education from Native States,
will not be considered, and the stipends attached to Training Schools will be regarded as a part of the expenditure on Training Schools and will not be included

average annual cost of educating each pupil.
Institutions, &c., bears to the total expenditure of the year.
all payments or contributions from Fees or other sources credited to that Fund should be deducted. Such payments should be shown as expenditure under the sub-

average monthly number of the students enrolled.

Return showing the results of prescribed Examinations in the Central Provinces during the official year 1881-82.

Nature of Examination.	No. of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Creed of Passed Scholars.			Percentage of passed scholars to total number at the beginning of the year on the rolls of the class examined.		
	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Mahommedans.	Others.	Government Institutions.	Aided Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19
Arts Colleges.																				
Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
First Arts or Previous Examination	1	...	...	1	17	...	...	1	18	10	...	..	2	11	9	1	1	50	...	...
Schools.																				
Matriculation { Boys	1	5	...	6	32	61	...	9	102	22	34	...	2	58	46	5	7	50	31·19	...
Matriculation { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle School Examination { Boys	...	11	...	46	280	110	...	10	400	176	61	3	2	242	215	20	7	36·13	30·19	·75
Middle School Examination { Girls	35	2	...	2	...	4	...	...	4	...	...	...	...	...	...	...	...	...	...	...
Upper Primary School Examination { Boys	657	91	2	750	6,485	955	27	...	7,467	2,896	162	9	...	3,067	2,788	178	101	29·16	12·87	...
Upper Primary School Examination { Girls	10	4	...	14	75	39	...	...	114	48	15	...	...	63	47	...	16	30·76	33·33	16·36
Lower Primary School Examination { Boys	777	254	10	1,041	9,720	2,482	114	...	12,316	5,400	957	53	...	6,410	5,625	490	295	41·47	38·63	46·90
Lower Primary School Examination { Girls	50	5	...	55	418	36	...	...	454	210	24	...	...	234	207	4	23	29·91	43·63	...
Normal schools for masters	3	...	...	3	173	...	...	18	191	144	...	...	11	155	143	12	...	77·41	...	...
Do. do. for mistresses	1	...	...	1	7	...	...	...	7	2	...	...	...	2	2	...	...	22·22	...	...
Industrial schools	1	...	...	1	4	...	...	...	4	3	...	...	...	3	3	...	...	33·33	...	...

Education—General Form 5.

Return showing the number of Aided Schools on the 31st March 1871, 1876 and 1882, and of the grants awarded during the years 1870-71, 1875-76 and 1881-82.

	Class of Institutions.	Number of Schools.			Amount of Grant.			Remarks.
		1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.	
					R	R	R	
Under Native Managers.	Arts Colleges . { English	...	...	...	...	...	...	
	Arts Colleges . { Oriental	...	...	...	...	...	...	
	General Education.							
	Schools . { English . { For boys	4	5*c*	4*c*	7,533*a*	4,338*b*	4,053*b*	
	Schools . { English . { For girls	...	...	...	...	...	...	
	Schools . { Vernacular { For boys	413	574	304	19,749	24,150	16,609	
	Schools . { Vernacular { For girls	1	13	5	76	712	279	
	Special Schools attached as departments to General Schools.							
	Schools of Art	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	
	Engineering schools	...	...	...	...	...	...	
	Training schools for masters	...	...	...	...	...	...	
	Ditto for mistresses	...	...	...	...	...	...	
	Industrial schools	...	...	...	...	...	...	
	Other schools (adult schools)	...	...	8	...	...	504	
	Building grants	...	...	...	...	1,862	94	
	Total	418	592	321*e*	27,358	31,062	21,539*e*	
Under other Managers.	Arts colleges . { English	...	...	...	...	...	...	
	Arts colleges . { Oriental	...	...	...	...	...	...	
	General Education.							
	Schools . { English . { For boys	9	10	11	10,589	15,157	15,820	
	Schools . { English . { For girls	1	4	5	1,200	3,100	4,362	
	Schools . { Vernacular { For boys	6	7	21	540	1,239	1,623	
	Schools . { Vernacular { For girls	...	1	6	...	161	1,188	
	Special Schools attached as departments to General Schools.							
	Schools of Art	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	
	Engineering schools	...	...	...	...	...	...	
	Training schools for masters	...	...	...	...	...	...	
	Ditto for mistresses	...	...	...	...	...	...	
	Industrial schools	...	...	...	...	...	...	
	Other schools	...	...	...	...	...	...	
	Building grants	...	...	...	2,000	...	1,500	
	Total	16	22	43	14,329	19,657	24,493	
	GRAND TOTAL	434	614	364	41,687*d*	50,719	46,032*f*	

a.—Includes the lower vernacular departments of English schools which cannot be separated now from the English departments and scholarships.

b.—Excludes the lower vernacular departments of English schools and scholarships.

c.—In this return the number of separate schools is alone entered. Thus a high school is considered as one school and not as three schools, *viz.*, high, middle and primary.

e.—The schools decreased in Bhandara, Chanda and Sambalpur owing to the failure of subscriptions. No grants were withdrawn until subscriptions ceased to be paid and the schools were closed.

d.—Includes R1,935 on account of scholarships which cannot be separated.

f.—Excludes R4,320 for scholarships.

Return showing the class of instruction at schools in the Central Provinces for the year 1881-82.

			Number of pupils in the school on 31st March 1882.	High Stage.	Middle Stage.	Upper Primary Stage.	Lower Primary Stage.		Remarks.
				Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance course.	Comprising all pupils who are not enumerated in the other columns numbered 1, 3, 4, and 5.	Comprising pupils above the Lower Primary Stage who have not passed beyond the Upper Primary Standard.	Comprising all pupils who have not passed beyond the Lower Primary Standard.		
							Can read, write and understand easy sentences in their mother-tongue.	Cannot read, write and understand easy sentences in their mother-tongue.	
			1		2	3	4	5	
High schools		Government	149	149	...	...	...	...	[1] Includes 8 boys from the Bishop's School who have passed the Middle Stage.
		Aided	180[1]	180[1]	...	...	...	...	
Middle schools	For boys	Government	1,952	...	1,952	...	...	...	
		Aided	519	...	519	...	...	...	
	For girls	Government	...	...	...	...	...	...	
		Aided	14	...	14	...	...	...	
Primary schools	For boys	Government	53,018	...	1,894	10,603	24,008	16,513	
		Aided	18,106	...	...	1,687	7,275	9,144	
		Unaided	3,211	...	...	146	1,422	1,648	
	For girls	Government	2,676	...	20	193	1,251	1,212	
		Aided	895	...	3	34	487	371	
		Unaided	18	...	...	...	...	18	
Normal schools	For masters	Government	190	...	190	...	...	...	
	For mistresses	Government	17	...	...	3	7	7	
Other schools	For adults	Government	51	...	...	...	27	24	
		Aided	291	...	...	17	145	129	
		Unaided	3	...	...	...	...	3	
	Total		81,290[2]	329	4,592	12,683	34,622	29,064	

[2] Note.—Number of scholars as in General Form II 81,813
" " as in this Statement 81,290

Difference . 523

Southern Circle—
Carpenter boys . . 138
College students . . 2
140

(Carried over) . . 140
Northern Circle—
Carpenter boys . . 178
College students . . 65
Patwaris 117
Drawing school students . 24
Total . 522

Education—General Table 1a (as revised by the Commission).

Abstract Return of Institutions and Scholars in the Central Provinces for the official year 1881-82.

Number of Revenue districts.	Total area of province, in sq. miles.	Number of towns and villages.	Total population.	Institutions and Scholars.	University education.	School education, general.			Training schools, or special schools attached as departments to general schools.						Grand Total.	Percentage of		Remarks.
					Arts colleges.	High schools.	Middle schools.	Primary schools.	Schools of art.	Medical schools.	Engineering schools.	Training schools.	Industrial schools.	Other schools.		Colleges and schools to number of towns and villages.	Male scholars to male population of females to female population.	
1	2	3	4	5	6	7	8	9	10a	10b	10c	10d	10e	10f	11	12	13	14
18	84,445a	34,612a	Males 4,955,790 Females 4,877,865 Total 9,833,655[1]a	Institutions: For males	1	5	48	1,270	...	...	...	3	24	...	1,351	3·90	...	
				Institutions: For females	...	...	...	78	...	...	...	1	...	...	79	·23	...	
				Institutions: Total	1	5	48	1,348	...	...	...	4	24	...	1,430[2]	4·13	...	
				Scholars: Males	65	321	2,451	74,529	...	...	...	171	450	...	77,987	...	1·57	
				Scholars: Females	...	...	...	3,209	...	...	...	17	...	...	3,225	...	·06	
				Scholars: Total	65	321	2,451	77,737	...	...	...	188	450	...	81,212[2]	...	·82	

[1] Excluding the European and Eurasian population (5,136). Eurasians with 576 pupils.

[2] Excluding one school for professional and technical instruction with 24 pupils and 13 schools for Europeans and Eurasians with 576 pupils.

a These figures are taken from the Imperial Census Report of 1881.

NOTE.

The statistics for the year 1881-82, as given in the text and tables of the Provincial Report of the Central Provinces, do not in every case agree with those quoted in the Report of the Commission. The cause of the difference is, that the returns in the former Report include the statistics for one technical school and 13 schools for Europeans and Eurasians, while the tables in the latter exclude them. With a view to bringing the provincial returns into accord with those adopted by the Commission, the following five tables are appended as a supplement to this report. They exactly agree with those prepared for the Commission's Report, but while they omit the figures for the 14 schools above mentioned, they are drawn up in a form that admits of their being readily compared with the tables incorporated in the provincial report.

Detailed Return of Colleges, Schools, and Scholars in the

CLASS OF INSTITUTIONS.	DEPARTMENTAL INSTITUTIONS.							AIDED INSTITUTIONS.						
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Scholars on 31st March Learning			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Scholars on 31st March Learning		
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Arts Colleges.														
University Education — English	1	65	57	50	65	65	...	...	...	...	...	...	...	...
University Education — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	65	57	50	65	65	...	...	...	...	...	...	...	...
Schools for General Education.														
High Schools.														
Secondary Education — For boys English	1	149	100	84	149	149	...	4	172	167	135	172	168	...
Middle Schools.														
Secondary Education — For boys English	38	1,952	1,741	1,445	1,952	209	1,898	10	499	496	374	499	132	452
Total	39	2,101	1,841	1,259	2,101	358	1,898	14	671	663	509	671	300	452
Primary Education.														
Primary Education — For boys — English	39	1,574	1,506	1,120	1,574	...	1,574	12	909	919	706	909	41	639
Primary Education — For boys — Vernacular	791	51,495	51,298	36,401	...	...	51,495	343	17,963	17,471	11,700	20	78	17,363
Primary Education — For girls — English	...	...	...	...	...	...	...	1	91	90	64	80	...	74
Primary Education — For girls — Vernacular	64	2,676	2,611	1,719	...	...	2,676	12	423	427	253	9	...	423
Total	894	55,745	55,414	39,240	1,574	...	55,745	368	18,786	18,907	12,723	998	119	18,549
Professional and Technical Schools attached as Departments to General Schools.														
Special Education — Training schools for masters	3	171	167	155	...	...	171	...	...	...	...	...	...	...
Special Education — Training schools for mistresses	1	17	19	15	...	...	17	...	...	...	...	...	...	...
Special Education — Engineering schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special Education — Industrial schools	24	450	413	282	...	...	450	...	...	...	...	...	...	...
Special Education — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	28	638	599	452	...	...	638	...	...	...	...	...	...	...
Total of Public Colleges and Schools	962	58,549	57,911	41,271	3,740	423	58,281	382	19,457	19,570	13,232	1,669	419	19,001
Private uninspected Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total for														

I. The term "classical language" in columns 7, 14, 21, and 26 includes
II. Where boys and girls attend the same school, the column of Remarks
III. By aided schools are meant schools not managed by Government officers,
IV. Unaided schools are those schools not managed by Government officers,

[1] Excluding one professional and technical institution with 24 pupils
[2] Attending schools for Natives of India.

Education.—General Table 2a (as revised by the Commission).

Central Provinces for the official year 1881-82.

UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.							Grand total of institutions.	Grand total of scholars on 31st March.	GRAND TOTAL OF SCHOLARS ON 31st MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON 31st MARCH ACCORDING TO RACE OR CREED.						
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning					English.	A classical language.	A vernacular language.	Hindus.	Muhammadans.	Sikhs.	Parsis.	Native Christians.	Europeans and Eurasians.	Others.
				English.	A classical language.	A vernacular language.												
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	28f	28g
...	...	...	...	...	...	...	1	65	65	65	...	59	5	...	...	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	1	65	65	65	...	59	5	...	...	1	...	...
...	...	...	...	...	...	...	5	321	321	317	...	298	17	...	...	2	3	2
...	...	...	...	...	...	...	48	2,451	2,451	341	2,350	2,139	230	...	...	22	50	10
...	...	...	...	...	...	...	53	2,772	2,772	658	2,350	2,437	247	...	...	24	52	12
1	37	42	28	37	...	37	52	2,520	2,520	41	2,300	1,876	290	...	...	154	154	46
84	3,151	3,086	1,991	...	5	3,151	1,218	72,009	20	83	72,009	63,929	5,195	...	...	95	1	2,789
...	...	...	...	...	...	...	1	91	69	...	74	9	...	...	...	80	2	...
1	18	20	4	...	...	18	77	3,117	9	...	3,117	2,856	147	...	...	74	...	40
86	3,206	3,148	2,023	37	5	3,206	1,348	77,737	2,609	124	77,500	68,670	5,632	...	...	403	157	3,875
...	...	...	...	...	...	...	3	171	...	...	171	155	14	...	...	...	...	2
...	...	...	...	...	...	...	1	17	...	...	17	17	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	24	450	...	...	450	418	31	...	...	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	28	638	...	...	638	590	45	...	...	1	...	2
86	3,206	3,148	2,023	37	5	3,206	1,430[1]	81,212[2]	5,446	847	80,488	71,756	5,929	...	...	439	209	2,889
...	...	...	...	...	...	...	...	...										

Central Provinces	1,430	81,212

European and Oriental classical languages.
should show the number of girls in boys' schools, and the number of boys in girls' schools.
but receiving aid from Provincial revenues or from local rates or cesses,
and not receiving aid from Provincial revenues or local rates or cesses,

and 13 schools for Europeans and Eurasians with 676 pupils,

Detailed Return of Expenditure on Education in the Central

OBJECT OF EXPENDITURE.	DEPARTMENTAL INSTITUTIONS.							
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments.	Other sources.	TOTAL.
1	2a	2b	2c	2d	2e	2f	2g	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.								
UNIVERSITY EDUCATION — English	9,435	...	...	1,178	...	...	...	10,613
UNIVERSITY EDUCATION — Oriental	...	...	...	...	...	...	...	...
TOTAL	9,435	...	...	1,178*	...	...	...	10,613
Schools for General Education.								
High Schools.								
SECONDARY EDUCATION — For boys — English	8,530	...	...	1,093	...	...	...	9,623
Middle Schools.								
SECONDARY EDUCATION — For boys — English	43,268	...	7,149	5,092	2,305	...	123	57,937
TOTAL	51,798	...	7,149	6,185	2,305	...	123	67,560
Primary Schools.								
PRIMARY EDUCATION — For boys — English	10,236	...	2,926	3,661	745	...	...	17,568
PRIMARY EDUCATION — For boys — Vernacular	41,894	1,11,566	14,651	14,362	4,537	...	321	1,87,331
PRIMARY EDUCATION — For girls — English	...	...	...	...	...	...	...	...
PRIMARY EDUCATION — For girls — Vernacular	...	11,963	1,320	...	157	...	13	13,453
TOTAL	52,130	1,23,529	18,897	18,023	5,439	...	334	2,18,353
Professional and Technical Schools attached as Departments to Primary or Secondary Schools.								
SPECIAL EDUCATION — Training schools for masters	19,226	...	14	...	114	...	2	19,356
SPECIAL EDUCATION — Training schools for mistresses	5,132	...	...	...	...	...	...	5,132
SPECIAL EDUCATION — Engineering schools	...	...	...	...	...	...	...	...
SPECIAL EDUCATION — Industrial schools	4,082	...	10	815	...	...	452	5,359
SPECIAL EDUCATION — Other schools	...	...	...	...	...	...	...	...
TOTAL	28,440	...	24	815	114	...	454	29,847
University	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...
Scholarships — Colleges	7,604	...	...	...	...	108	...	7,712
Scholarships — Schools	9,190	5,317	18	...	...	...	50	14,575
Buildings	49,148	3,410	2,223	...	2,676	...	129	56,586
Miscellaneous	750	...	...	...	...	...	31,486	32,245
TOTAL	65,701	8,727	2,241	...	2,676	108	31,664	1,11,117
GRAND TOTAL	2,07,504	1,32,256	28,311	26,201	10,534	108	32,575	4,37,489

* Exclusive of Rs. 110 received in

I.—The average annual cost of educating each pupil is calcu

II.—In calculating the expenditure from Provincial revenues or any other fund, all payments or contributions from fees or other sources

Education.—General Table 3a (as revised by the Commission).

Provinces for the official year 1881-82.

AIDED INSTITUTIONS.								UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.					
Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments.	Other sources.	Total.	Municipal funds.	Fees.	Subscriptions.	Endowments.	Other sources.	Total.
3a	3b	3c	3d	3e	3f	3g	3	4a	4b	4c	4d	4e	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
6,312	...	922	1,359	5,798	...	490	14,881	...	...	...	...	...	...
5,070	...	1,812	1,797	2,991	...	1,006	12,676	...	...	...	...	...	...
11,382	...	2,734	3,156	8,789	...	1,496	27,557	...	...	...	...	...	...
3,517	...	656	1,705	4,052	...	271	11,001	...	35	430	...	...	465
18,736	...	1,176	2,002	16,725	...	1,195	39,834	...	147	757	...	1,536	2,440
280	...	...	...	725	...	...	1,005	...	...	...	...	...	...
1,467	...	240	...	1,588	...	2,447	5,742	...	...	...	...	...	...
24,000	...	2,272	3,707	23,690	...	3,913	57,582	...	172	1,187	...	1,536	2,895
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,248	...	...	...	...	...	281	4,529	...	...	...	...	...	...
94	...	58	...	1,712	...	250	2,114	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,342	...	58	...	1,712	...	531	6,643	...	...	...	...	...	...
39,724	...	5,064	6,863	34,191	...	5,940	91,782	...	172	1,187	...	1,536	2,895

arrears after the close of the year.
lated on the average monthly number of the students enrolled.
credited to that fund have been deducted, and such payments have been shown as expenditure under the sub-heads to which they belong.

Detailed Return of Expenditure on Education in the Central

OBJECT OF EXPENDITURE.	TOTAL EXPENDITURE FROM					GRAND TOTAL.	Percentage on total expenditure.
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	All other sources.		
1	5a	5b	5c	5d	5e	6	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.							
University Education — English	9,435	...	...	1,178	...	10,613	1·67
University Education — Oriental	...	...	...	...	...	...	...
Total	9,435	...	...	1,178	...	10,613	1·67
Schools for General Education.							
High Schools.							
Secondary Education — For boys — English	14,842	...	922	2,452	6,288	24,504	3·84
Middle Schools.							
Secondary Education — For boys — English	48,338	...	8,961	6,889	6,425	70,613	10·48
Total	63,180	...	9,883	9,341	12,713	95,117	14·12
Primary Schools.							
Primary Education — For boys — English	13,753	...	3,782	5,391	6,098	29,024	4·30
Primary Education — For boys — Vernacular	60,630	1,11,566	15,627	16,511	25,071	2,29,605	34·06
Primary Education — For girls — English	280	...	...	...	725	1,005	·15
Primary Education — For girls — Vernacular	1,467	11,963	1,560	...	4,205	19,195	2·85
Total	76,130	1,23,529	21,169	21,902	36,099	2,78,829	41·36
Professional and Technical Schools attached as Departments to Primary or Secondary Schools.							
Special Education — Training schools for masters	19,226	...	14	...	116	19,356	2·87
Special Education — Training schools for mistresses	5,132	...	...	...	...	5,132	·76
Special Education — Engineering schools	...	...	...	...	...	...	...
Special Education — Industrial schools	4,082	...	10	815	452	5,359	·80
Special Education — Other schools	...	...	...	...	...	...	...
Total	28,440	...	24	815	568	29,847	4·43
University	...	...	...	...	...	...	...
Direction*	26,506	...	...	...	...	26,506	3·93
Inspection*	77,152	...	...	...	...	77,152	11·45
Scholarships — Colleges	7,604	...	...	...	108	7,712	1·14
Scholarships — Schools	13,438	5,317	18	...	331	19,104	2·83
Buildings	48,242	3,410	2,281	...	4,766	58,699	8·71
Miscellaneous	759	...	...	...	31,486	32,245	4·78
Total	1,73,701	8,727	2,299	...	36,691	2,21,418	32·84
GRAND TOTAL	3,50,886	1,32,256	33,375	33,236	86,071	6,35,824†	94·32†

* The expenditure on direction and inspection, being for the common

† The expenditure on schools for Europeans and Eurasians (Rs. 38,328) is excluded. The total expenditure on education in the Province, exclusive of all schools

I.—The average annual cost of educating each pupil is calculated

II.—In calculating the expenditure from Provincial revenues or any other funds all payments or contributions from fees or other sources

Education.—General Table 3a (as revised by the Commission).

Provinces for the official year 1881-82—concluded.

AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN									
Departmental Institutions.				Aided Institutions.				Inspected Institutions.	
Total cost.	Cost to Provincial revenues.	Cost to local rates and cesses.	Cost to municipalities.	Total cost.	Cost to Provincial revenues.	Cost to local rates and cesses.	Cost to municipalities.	Total cost.	Cost to municipalities.
7a	7b	7c	7d	8a	8b	8c	8d	9a	9b
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
186 3 1	165 8 5	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
186 3 1	165 8 5	...	...	...	...	...	...	...	...
96 3 8	85 4 9	...	...	89 1 9	37 12 9	...	5 8 4	...	...
									...
33 4 5	24 13 8	...	4 1 8	25 8 11	10 3 7	...	3 10 5	...	...
36 11 1	28 2 2	...	3 14 1	41 9 0	17 2 8	...	4 2 0	...	...
11 10 9	6 12 10	...	1 15 1	11 15 6	3 13 3	...	0 14 11	10 13 4	...
3 10 5	0 13 1	2 2 10	0 4 6	2 4 6	1 1 2	...	0 1 1	0 12 8	...
...	...	...	...	11 2 8	3 1 9	...	...	...	...
5 2 5	...	4 9 4	0 8 1	13 7 2	3 7 0	...	0 0 0	...	...
3 15 0	0 15 0	2 3 8	0 5 5	3 0 8	1 4 3	...	0 1 11	0 14 9	...
115 14 6	115 2 0	...	0 1 4	...	...	...	...	...	...
270 1 8	270 1 8	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
12 15 7	9 14 2	...	0 0 5	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
49 13 3	47 7 8	...	0 0 7	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...

benefit of all classes of institutions, is shown in columns 5a to 5 only.
in the Native States, that administer their own system of education, was ₹ 6,74,152. The percentages in column 6 are calculated on the total expenditure.
on the average monthly number of the students enrolled.
credited to that fund have been deducted, and such payments have been shown as expenditure under the sub-heads to which they belong.

Education.—General Table 4a (as revised by the Commission).

Return showing the results of prescribed Examinations in the Central Provinces during the official year 1881-82.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number passed.					Creed of passed scholars.			Percentage of passed scholars to total number at the beginning of the year on the rolls of the class examined.		
	Government institutions.	Aided institutions.	Other institutions.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Hindus.	Muhammadans.	Others.	Government institutions.	Aided institutions.	Other institutions.
1.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19
Arts Colleges.																				
Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
First Arts or Previous examination	1	...	...	1	17	...	...	1	18	10	...	...	1	11	9	1	1	50	...	...
Schools.																				
Matriculation { Boys	1	4	...	5	32	55	...	9	96	22	29	...	2	53	46	5	2	50	31·19	...
Matriculation { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle School examination { Boys	35	10	...	45	280	103	...	10	393	176	56	...	5	237	215	20	2	36·13	30·19	...
Middle School examination { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary School examination { Boys	657	88	2	747	6,485	949	27	...	7,461	2,896	157	9	...	3,062	2,788	178	96	29·16	12·87	16·36
Upper Primary School examination { Girls	10	1	...	11	75	15	...	...	90	48	3	...	...	51	47	...	4	30·76	33·33	...
Lower Primary School examination { Boys	777	252	10	1,039	9,720	2,469	114	...	12,303	5,400	945	53	...	6,398	5,625	490	283	41·47	38·63	46·90
Lower Primary School examination { Girls	50	3	...	53	418	19	...	...	437	210	9	...	...	219	207	4	8	29·91	43·63	...
Total	1,530	358	12	1,900	17,010	3,610	141	19	20,780	8,752	1,199	62	7	10,020	8,928	697	395	...	...	...
GRAND TOTAL	1,531	358	12	1,901	17,027	3,610	141	20	20,798	8,762	1,199	62	8	10,031	8,937	698	396	...	...	...

Education.—General Table 5a.

Return showing the number of Aided Schools in the Central Provinces by the Natives of India on the 31st March 1871, 1876, and 1882, and of the amounts of the grants earned by those schools during the official years 1870-71, 1875-76, and 1881-82.

	Objects of Expenditure.	No. of Schools.			Grants earned.		
		1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.
					Rs.	Rs.	Rs.
Institutions under Native Managers.	*University Education.*						
	Arts colleges . English . . .	...	...	...	...	...	...
	Arts colleges . Oriental . . .	...	...	...	...	...	...
	Schools for General Education.						
	Secondary and primary schools. English . For boys . . .	4	5	4	7,533	4,338	4,053
	Secondary and primary schools. English . For girls . . .	...	...	...	...	...	...
	Secondary and primary schools. Vernacular . For boys . . .	413	574	304	19,749	24,150	16,609
	Secondary and primary schools. Vernacular . For girls . . .	1	13	5	76	712	279
	Professional and Technical Schools attached as Departments to Secondary or Primary Schools.						
	Training schools for masters	...	...	...	...	...	...
	Training schools for mistresses	...	...	...	...	...	...
	Industrial schools	...	...	...	...	...	...
	Other special schools	...	...	8	...	...	504
	Building grants	...	...	...	...	1,862	94
	Total .	418	592	321	27,358	31,062	21,539
Institutions under other Managers.	*University Education.*						
	Arts colleges . English . . .	...	...	...	...	...	...
	Arts colleges . Oriental . . .	...	...	...	...	...	...
	Schools for General Education.						
	Secondary and primary schools. English . For boys . . .	8	8	8	7,033	11,153	10,846
	Secondary and primary schools. English . For girls . . .	...	1	1	...	220	280
	Secondary and primary schools. Vernacular . For boys . . .	6	7	21	540	1,239	1,623
	Secondary and primary schools. Vernacular . For girls . . .	...	1	6	...	161	1,188
	Professional and Technical Schools attached as Departments to Secondary or Primary Schools.						
	Training school for masters	...	...	...	...	...	...
	Training school for mistresses	...	...	...	...	...	...
	Industrial schools	...	...	...	...	...	...
	Other special schools	...	...	...	...	...	...
	Building grants	...	...	...	2,000	...	...
	Total .	14	17	36	10,173	12,873	13,937
	GRAND TOTAL FOR INDIA .	432	609	357	37,531	43,935	35,476

I.—The classification of schools in this Table differs from that given in the preceding Table, and the number of schools here shown for 1881-82 will not therefore agree with that given in General Table 2A.

II.—The grants represent awards only, and do not in every case tally with the actual expenditure shown in General Table 3A.

III.—This return excludes grants given to special, European and Eurasian schools, as well as all Municipal grants.

APPENDIX A.

Marathi Village and Town School Curriculum.

		Maximum length of stay in each class.
	CLASS I.	
A—Language .	Balbodh and Modhi Alphabet and Bara Khari. When the Bara Khari has been mastered and the pupil can write from dictation any letter with its long and short vowel, then he should be practised in reading and writing easy words. The Alphabet and easy reading sheets supplied to village schools may be used, books are not necessary at this stage.	Six months' course.
B—Arithmetic .	FIGURES TO 100.—The multiplication table to 10. Easy mental exercises in addition, subtraction and multiplication may be given. Cowries or pebbles may be freely used in teaching numbers, addition, subtraction and multiplication.—See School Manual.	
	CLASS II.	
A—Language .	READING.—The Balbodh and Modhi 1st books, with explanations.	
	WRITING.—Copy-reading lessons on boards and write the same from dictation.	Do.
B—Arithmetic .	Simple addition and subtraction on slates to 1,000.	
	TABLES.—The multiplication table to 16 and fractional parts.	
	CLASS III.	
A—Language .	READING.—The Departmental Modhi and Balbodh 2nd books, with explanation (1st half-year). The Balbodh 3rd book, with explanation and revision of Modhi 2nd book (2nd half-year).	
	WRITING.—Copy-writing and writing from dictation both Balbodh and Modhi.	
	GRAMMAR.—The parts of speech only.	
B—Arithmetic .	NUMERATION AND NOTATION.—The first four simple and compound rules with exercises. English and Urdu figures to 10. The boys should be practised in mental arithmetic.	One year's course.
General knowledge.	Geography and Map of the Central Provinces.	
	N. B.—This class should not be divided into two sections. Pupils should not be promoted from the 2nd class except once a year. No boy should be admitted to the 3rd class after the first half of the year has fit to begin to read the 3rd book.	
	CLASS IV.	
	READING.—Balbodh 4th book and Modhi 3rd book.	
	WRITING.—Composition and letter-writing, with writing from dictation. The proper method of directing the envelopes of letters should be taught to all boys in this class.	Do.
	GRAMMAR.—The whole of Bal Vyakaran, or any simple grammar.	

		Maximum length of stay in each class.
	CLASS IV—*continued.*	
B—Arithmetic.	REDUCTION.—Simple proportion, vulgar fractions, shopkeepers' accounts, revenue accounts, Patwari's Manual (optional.)	One year's course.
C—General knowledge.	GEOGRAPHY.—Asia and India, as in Balgangadhar Shastri's work. Map drawing.	
	HISTORY OF INDIA.—Muhummadan period, when the departmental history is ready. Until that time Candy's general account may be used. Dr. Cuningham's Sanitary Primer.	
	CLASS V.	
A—Language.	READING.—5th book, with explanation.	Do.
	GRAMMAR.—Laghu Vyakaran.	
	WRITING AND READING.—Letters, petitions, accounts, &c.	
B—Arithmetic.	DECIMALS.—Interest, compound proportion, square root, mensuration.	
C—General knowledge.	HISTORY.—Morris' History of India. When the departmental history is ready, the Hindu or English periods may be read.	
	GEOGRAPHY.—Revision of Asia and India, with general Geography of the World.	
	SURVEYING.—Will be taught when practicable.	
	CLASS VI.	
A—Language.	READING.—6th book, with explanation.	Do.
	GRAMMAR.—Laghu Vyakaran.	
	WRITING.—Reading and writing letters, essays, &c.	
B—Mathematics	ARITHMETIC.—The whole.	
	EUCLID.—The 1st book.	
	ALGEBRA.—To simple equations.	
	MENSURATION.	
C—General knowledge.	GEOGRAPHY.—The whole of the Manual, with Physical Geography of India when it is ready.	
	PHYSICS.—As in the 6th book, and the mechanical powers with easy problems.	
	HISTORY.—Either the Hindu or English period of Indian History, whichever has not been read in the 5th class. Until the departmental reader is ready, Morris' History may be read.	
	SURVEYING.—Will be taught when practicable.	
	N. B.—I. The village school curriculum ends at class V.	
	II. The pupils should commit to memory some portions of the poetry in their several text-books.	

C. A. R. BROWNING, M.A.,
Inspector General of Education,
Central Provinces.

NAGPUR;
The 3rd June 1877.

APPENDIX B.

Hindi-Curriculum for Vernacular Schools in the Hindi-speaking districts in the Central Provinces.

		Maximum length of stay in each class.
	CLASS I.	
A—Language .	The boys are to be taught the Bara Khari and a few of the simple compound letters. When the Bara Khari has been mastered and the pupil can write from dictation any letter with its short or long vowel, then he should be practised in reading and writing easy words. The alphabet and easy reading sheets supplied to village schools may be used; books are not necessary at this stage.	Six months' course.
B—Arithmetic .	FIGURES TO 100.—The multiplication table to 10. Easy mental exercises in addition, subtraction and multiplication may be given. Cowries or pebbles should be freely used in teaching numbers, addition, subtraction and multiplication.	
	CLASS II.	
A—Language .	READING.—The Departmental Primer with explanation.	Do.
	WRITING.—Copy reading lessons on boards, and write the same from dictation.	
B—Arithmetic	Simple addition and subtraction on slates of numbers to 10,000.	
	TABLES.—The multiplication table to 16 and fractional parts.	
	CLASS III.	
A—Language .	READING.—The Departmental second book with explanation. Patr Hitoishini or other letter-writer with explanation to be commenced when half the second book has been read, that is, six months after the class has been formed. Then the books may be read on alternate days.	One year's course.
	WRITING.—Copy-writing and writing from dictation.	
	GRAMMAR.—The parts of speech orally.	
B—Arithmetic	NUMERATION AND NOTATION.—The first four simple and compound rules, with exercises from Ganit Kriya or Ganit Prakash, 1st Part.	
C—General knowledge	GEOGRAPHY.—The Map and Geography of the Central Provinces.	
	CLASS IV.	
A—Language .	READING.—The Departmental Reader No. 3.	Do.
	WRITING.—Dictation, letter and copy-writing.	
	GRAMMAR.—Bhasha Bhaskar to page 92 and easy parsing during the reading lesson.	

		Maximum length of stay in each class.
	CLASS IV—*continued.*	
B—Arithmetic.	Simple proportion, vulgar fractions, with exercises from Ganit Prakash or Ganit Kriya, Part II.	One year's course.
C—General knowledge.	GEOGRAPHY.—Asia and India as in Bhugot Varnan until Blochman's India, with introduction, is ready, map drawing, History of India—Muhammadan period. Dr. Cuningham's Sanitary Primer.	
	CLASS V.	
A—Language .	READING.—The Departmental Reader No. 4.	Do.
	GRAMMAR.—Syntax from page 92 to the end.	
	WRITING.—Ornamental, and copy-writing and letters, petitions, &c.	
B—Arithmetic.	Decimal fractions, interest, compound proportion, square root, with exercises from Ganit Kriya or Ganit Prakash, Part III.	
C—General knowledge.	GEOGRAPHY.—Revision of Asia and India and completion of text-book; map drawing.	
	Elements of Physical Science by Mr. Lakshmi Shankar Misr, M.A., Professor of Mathematics.	
	HISTORY OF INDIA.—The Hindu period.	
	SURVEYING.—Will be taught when practicable.	
	CLASS VI.	
A—Language .	READING.—Ramayana, Aranya Kand or Ayodhia Kand.	Do.
	COMPOSITION.—Essay writing.	
B—Mathematics.	ARITHMETIC.—The whole. Euclid, 1st book. Algebra, to equations.	
	Elementary Physical Science.—Revision.	
	SURVEYING.—When practicable.	
C—General knowledge.	GEOGRAPHY.—The world, and Physical Geography by Mr. Lakshmi Shankar Misr, M.A., Professor of Mathematics, map drawing.	
	HISTORY.—The English period of Indian History.	
	GRAMMAR.—Revision.	

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Inspector General of Education,
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NAGPUR;
The 26th July 1876.

APPENDIX C.

The Curriculum for Village[1] and Town Schools, Sambalpur.

CLASS I.

FOR VILLAGE SCHOOLS ONLY.

One year's course.

THE ALPHABET—Simple letters and their union with vowels.

READING.—The Primer.

WRITING.—Forming letters and copying sentences on boards or slates.

ARITHMETIC.—Figures and numeration to 1,000. The multiplication table to 16.

CLASS II.

One year's course.

READING.—Tables, Parts I and II.

WRITING.—Dictation.

ARITHMETIC.—The first four simple rules as in Rout's easy Arithmetic, Part I, to page 46. Tables, fractional.

CLASS III.

One year's course.

READING.—(Prose)—Nitibodh or Moral Class Book. Poetry, Part I.

GRAMMAR.—The parts of speech verbally.

WRITING.—Dictation. Copy-writing.

ARITHMETIC.—Reduction and the compound rules, and revision of simple rules as in Rout's Arithmetic, Part I.

GEOGRAPHY.—The Geography and map of the Central Provinces.

CLASS IV.

One year's course.

READING.—(Prose)—To be selected from time to time. (Poetry)—Extracts from the Mahabharat or the Exile of Sita may be read as at present.

GRAMMAR.—To the end of the verb.

WRITING.—Dictation and letter-writing. Commercial forms for receipts, &c., &c.

ARITHMETIC.—Rule of three, and Fractions, vulgar and decimal, as in Rout's Arithmetic, Part II.

GEOGRAPHY.—Asia and India, with introduction. Bhugol Bibarana, Part I, by W. C. Lacey. General knowledge. Dr. Cuningham's Sanitary Primer.

CLASS V.

FOR TOWN SCHOOLS ONLY.

One year's course.

READING.—(PROSE)—To be selected as books are published. (Poetry)—Extracts from the Ramayana, or from the Mahabharat, at the teacher's option.

GRAMMAR.—The remainder of the small Grammar and parsing.

WRITING.—Letter-writing, dictation and ornamental writing.

ARITHMETIC.—The whole. Rout's Arithmetic, Part III, and revision of Parts I and II.

[1] The village school curriculum stops at the 4th class, which class it includes.

	GEOGRAPHY.—Revision of Bhugol Bibarana, and Geography of Central Provinces. Map drawing.
	SURVEYING.
	VI. CLASS.
One year's course.	READING.—(Prose)—Reader to be selected from time to time as books are available. (Poetry)—Revision of extracts from the Ramayana.
	GRAMMAR.—Parsing and revision of small Grammar.
	WRITING.—Essay writing, parwanas, rubkaris and petitions.
	ARITHMETIC.—The whole. Mensuration and surveying.
	ALGEBRA.—To simple equations.
	EUCLID.—1st book.
	GEOGRAPHY.—The World and map drawing. Physical Geography.
	SURVEYING.

C. A. R. BROWNING, M.A.,

Inspector General of Education,
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APPENDIX D.

Curriculum of study for the English Department of Zila and Anglo-vernacular town schools in the Central Provinces.

				Maximum length of stay in each class.
			1ST (LOWEST) CLASS.	
A—Language	(I) English	Reading	Howard's Primer with explanation	First half-year.
			The Royal Reader No. 1 (omitting page 32)	Second do.
			Write out the translation every Saturday	
	Do.	Writing	Copies on slates (capital letters, large and round-hand sentences) large and round-hand copy-books	One year's course.
			Sentences are to be learnt at home	
	(II) Translation into English.	.....	Easy sentences may be translated into English. Each master will use either the new Hindi Primer, or the Marathi 1st book, as the case may be, and let the boys translate these books into English *vivâ voce*, or each master may frame his own sentences, using the Marathi or Hindi equivalents of those English words which the boys have already learnt. If this plan be adopted, each master will write in a book for inspection the vernacular sentences he has framed for translation	
	(III) Vernacular	.....	This class corresponds with the 4th vernacular class, and will learn History, Geography, and Arithmetic with that class	
			2ND CLASS.	
A—Language	(I) English	(I) Reading	Royal Reader No. II (on Saturdays the translations made are to be written out. All the poetry is to be learnt by heart)	One year's course.
	Do.	(II) Writing	Large and small-hand copies in copy-books, dictation	

Curriculum of study for the English Department of Zila and Anglo-vernacular town schools in the Central Provinces—continued.

				Maximum length of stay in each class.
	(I) English	(III) Translation into English.	Selected lessons from the 2nd vernacular reading book are to be translated into English	One year's course.
		(IV) Grammar	Grammatical Primer with parsing during last six months	
	(II) Vernacular		As in the 5th class	
B—Mathematics	(I) Arithmetic		Barnard Smith, from page 1 to page 137, omitting decimal coinage	
C—General knowledge.	(I) Geography		The 1st Geography, pages 1 to 33, with map of Europe and revision of maps of Asia and India as studied in the 4th vernacular class	
			3RD CLASS.	
A—Language	(I) English	(I) Reading	Sequel to the Royal Reader No. II.—(The poetry to be committed to memory and translations to be copied out every Saturday.) Page 159 to the end to be omitted	One year's course.
	Do.	(II) Writing	Dictation and letter-writing and small-text in copy-books. The letters written are to be original, not copies	
	Do.	(III) Translation	Stapley's Exercises, Part I, translation books to be kept and selected exercises from the 3rd vernacular reader	
	Do.	(IV) Grammar	Revision of Grammatical Primer with parsing during the reading lesson	
	(II) Sanskrit	(I) Language and Grammar.	Students of Hindi or Marathi will read Mr. Ramkrishna Gopal Bhandarkar's 1st Sanskrit book. Each boy also will have a copy of the Upakramanika	
	(III) Persian	(I) Reading	Students of Urdu will read Dastur-us-Sibyan, a few letters are to be learnt by heart, and the Karima	
	Do.	(II) Grammar	Amadnama and Quwaid-i-Farsi, or Zawabit-i-Farsi	
			Easy sentences from Urdu are to be given for translation into Persian	
	(IV) Vernacular	Do.	As in the 5th class	
B—Mathematics	(I) Arithmetic	Do.	The whole, omitting cube root	
	(II) Algebra	Do.	The first four rules	
	(III) Geometry	Do.	To the 26th proposition, 1st book of Euclid	
C—General knowledge.	(I) Geography	Do.	The whole of the 1st Geography, with maps of Africa and America. Map drawing	

			4TH CLASS.	
A—Language	(I) English	(I) Reading	The Royal Reader No. III	One year's course.
	Do.	(II) Writing	Dictation and letter-writing. Common place books containing questions and answers to the weekly Examination papers, and translation books are to be kept. The letters written are to be original, not copies	
	Do.	(III) Translation	Revision of Stapley's Exercises, Part I, and translation into English of 3rd Vernacular book	
		(IV) Grammar	Howards' Rudimentary Grammar and easy parsing	
	(II) Sanskrit	(I) Language and Grammar	Mr. Gopal Bhandarkar's 2nd book, the first 12 chapters and revision of First book	
	(III) Persian	(I) Reading	Nigari—Danish (selection)	
		(II) Grammar	Zawabit-i-Farsi, or the Chahar Gulzar	
		(III) Translations	From Urdu into Persian are to be frequently made	
			There should be two exercises a week in translation from Urdu or English into Persian	
	(IV) Vernacular	Do.	As in the 5th Class	
B—Mathematics	(I) Arithmetic	Do.	The whole	
	(II) Algebra	Do.	To simple equations	
	(III) Geometry	Do.	33 propositions, 1st book of Euclid	
C—General Knowledge	(I) Geography	Do.	Revision of 1st Geography and map drawing with selected lessons from Blandford's Physical Geography	
	(II) History	Do.	Lethbridge's Introduction to the History of India, Muhammadan period	

N. B.—Anglo-vernacular town schools will only have three classes.

N. B.—Sanskrit can only be introduced in those Anglo-vernacular town and zila schools where one or other of the English teachers is acquainted with Sanskrit.

NAGPUR;
September 1876.

C. A. R. BROWNING, M.A.,
Inspector General of Education,
Central Provinces.

APPENDIX E (i).

Grant-in-aid rules applicable to schools for General education in the Central Provinces.

I.—The Local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school in which a good secular education is given through the medium, either of English or the vernacular tongue, to males or females, or both, and which is under adequate local management.

II.—In respect of any such school for which application for aid is made, full information must be supplied on the following points:—

Firstly.—The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly.—The proposed average annual expenditure on the school.

Thirdly.—The estimated average number of pupils that will receive instruction, the ages of the pupils, and the average duration of their attendance at the school.

Fourthly.—The persons responsible for the management and permanence of the school and the time for which they will continue to be responsible.

Fifthly.—The nature and course of instruction that will be imparted.

Sixthly.—The number, names, and salaries of masters and mistresses, and subjects taught by each. (In the case of schools whose establishment is contingent upon the reception of grants-in-aid, this information will be furnished so soon as the school is opened.)

Seventhly.—The books to be used in the several classes of the schools.

Eighthly.—The nature and amount of aid sought, and the purpose to which it is to be applied.

III.—Any school to which aid may be given, shall be at all times open to inspection and examination, together with all its current accounts and list of establishment and scholars, by any officer appointed by the Local Administration for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

IV.—The Government will not in any manner interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results, whether a good secular education is practically imparted, or not, and it will withdraw its aid from any school which may be for any considerable period unfavourably reported upon in this respect.

V.—In giving grants-in-aid, the Government will observe the following general principles: Grants-in-aid will be given to those schools only (with the exception of Normal and female schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

VI.—No grant will in any case exceed in amount the sum expended on the instruction from private sources, and the Government will always endeavour so to give its aid, that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

VII.—It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

VIII.—When the inhabitants of any town desire to establish a department in connection with any zila or town school for instruction in any science or language not included in the *curriculum* of study, and subscribe a certain sufficient sum for the establishment of such a department, then a grant not exceeding the sum expended from the above-mentioned source may be bestowed.

IX.—One of the objects contemplated in Rule No. V is the erection by private persons of suitable school-houses. With regard to the application for a building grant, the following rules are to be observed:—

(1) The Inspector of Schools must declare that he believes that there is a necessity for a school building in the locality proposed.

(2) A plan and estimate of the building must be approved of by the inspecting authority, and the Inspector General of Education.

(3) The site must also meet the approval of the inspector.

(4) The amount contributed by the Government shall not exceed, nor in some cases equal, the amount contributed from private sources.

(5) In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by Government, being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation, to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government.

COLIN BROWNING, M.A.,
Inspector General of Education,
Central Provinces.

APPENDIX E (ii).

Grant-in-aid Rules for Training Colleges.

I.—Before a grant-in-aid for a training college can be given, the Inspector General of Education must determine that such an institution is necessary for the district in which it is proposed to be established.

II.—A Normal school shall include—

(1) A school for training adults.

(2) A practising department, in which masters under training may learn to exercise their profession.

III.—No grant shall be made to a Normal school, unless the Inspector General of Education is satisfied with the premises, management and staff.

IV.—To every adult of more than 18 years, and of good moral character, who shall sign a declaration that he intends *bonâ fide* to adopt and follow the profession of a schoolmaster, and that he will submit to the discipline of the school, and also shall pass an examination prescribed by the department, the sum of Rs. 4 per mensem will be paid. This grant will continue for one year only; and should the schoolmaster infringe any of the conditions of his declaration, he will be required to pay to the State all the money that he has received, together with Re. 1 a month during the time that he was in attendance, for schooling fees. A clause to this effect will be inserted in the declaration.

V.—As the demand for schoolmasters is limited, stipends will not be paid to more than 30 pupils at any one Normal school.

VI.—At the end of the year, all the stipendiary pupils of the Normal school will undergo an examination in the theory and practice of their profession, and in certain subjects to be prescribed by the Educational Department.

VII.—For every man who shall pass the test prescribed for town schoolmasters the Normal schoolmaster shall receive the sum of Rs.50; and for each of those who pass the test prescribed for village schoolmasters, Rs. 25 shall be paid.

VIII.—The Normal schoolmasters shall receive no payment for any man who has been less than one year under instruction, and who shall not have attended school for at least 200 days.

IX.—Grants-in-aid will be given to the practising school in the same manner, and on the same system, as to vernacular indigenous schools.

X.—To enable Normal schoolmasters to procure the necessary school furniture and educational apparatus, an advance of one-half the outlay on these materials will be made. The advance will be adjusted at the end of one year.

XI.—At Normal schools, where English is taught and men are prepared for zila schools, double the rates prescribed in Rule VIII shall be paid on the students under training passing the necessary examination.

XII.—The State will in every case contribute one-half of the expense incurred in the building of a training college after an approved pattern, the building being regarded as subject to the conditions specified in section 5 of No. IX of the Rules (E i.) applicable to schools for general education.

XIII.—Double the rates contained in paragraph VII will be paid for trained schoolmistresses; their subsistence allowance, whilst under instruction, will be the same as that allowed for men.

COLIN BROWNING, M.A.,
Inspector General of Education,
Central Provinces.

APPENDIX E (iii).

Rules for Grants-in-aid to Indigenous Schools.

I.—To money provided locally for school buildings, furniture, &c., Government will add an equal sum.

(1) Provided that building sites be approved by the Deputy Commissioner.

(2) Provided that the house be made over to Government when the object for which the grant was made ceases to exist.

II.—For each boy who passes an examination according to the first or lower standard, as noted at the end of these rules, the teacher shall receive payment at the rate of six annas per annum for each head under which the pupil passes.

III.—For each boy who passes an examination according to the second standard, the teacher shall receive payment at the rate of 12 annas per annum for each head under which the scholar passes.

IV.—For each boy who passes the examination prescribed by the third standard, the teacher shall receive payment at the rate of one rupee per annum for each head under which the scholar passes.

V.—For each boy who passes the examination prescribed in the fourth or highest standard, the teacher shall receive payment at the rate of one rupee eight annas per annum for each head under which the pupil passes.

VI.—No teacher shall receive payment for any boy who shall not have attended his school for a period of one month prior to the examination, and payment will be made for the period the boy may have been in the school.

VII.—The same scale of payment will not be made for any boy for more than two successive years.

VIII.—A capitation grant of eight annas per annum will be paid on the average attendance of scholars during the year, but boys less than five or above 18 years will be excluded from this grant. No grant will be given unless the registers are in good order and the average attendance properly calculated.

IX.—The teacher shall keep a "Register of Admittance" according to prescribed form, and if he avail himself of the capitation grant, he shall also keep a "Register of Attendance."

X.—At the recommendation of the examiner a portion of the total payment, not exceeding one-fourth, will be given to the teacher, in the shape of maps and books.

XI.—On the first examination after the promulgation of these rules, payment will be made for the previous twelve months; but future payments will be calculated from the date of the former examination. Such examinations will be annual.

XII.—No master shall receive payment for more than 50 pupils, unless he keep an assistant or pupil teacher for every 25 boys above 50.

XIII.—In the case of girls' schools, the payments mentioned in Rules II, III, IV and V, will be doubled.

COLIN BROWNING, M A.,

Inspector General of Education,

Central Provinces.

APPENDIX F.

Rules for School Committees.

1. For every school there should be a school committee, composed of the leading men of the village. The members should be men nominated by the people of the village, and recommended to the tahsildar for appointment. They should be men who take an interest in education, and should be selected from all the more numerous castes found in the village. It is desirable that the malguzars and the heads of castes should be enrolled as members of the school committee.

Constitution.

2. The duties of the committee will be, 1st, to give assistance in securing the attendance of the scholars; 2nd, to determine on the admission and discharge of pupils; 3rd, to superintend the working of the schoolmaster; 4th, to determine on the amount of fees to be paid and the people from whom fees should be levied (the children of cultivators attending at village schools pay no fees); 5th, to make recommendations regarding the most suitable hours for opening and closing the school; 6th, to represent what local holidays it is desirable to give in the school; 7th, to take cognizance of the state of the school building and furniture and to make recommendations for repairs, &c., to the same.

Duties.

3. The school committee should use their influence with parents to get them to send their children to school regularly. To perform this more effectively, it will be found advantageous to have all the children divided among the different members, each member taking special cognizance of those over whom he has most influence, from position, caste, or other circumstances. Each member should hold himself specially responsible for the attendance of the boys falling to his share.

Securing attendance.

4. The committee being men who know the circumstances of all the people of the village will be able to name what boys should be attending, and to give advice regarding the discharge of scholars. If it is found not desirable to keep any particular boy in the school from any cause, the matter should be laid before the committee at the monthly meetings, and then be determined by them.

Admission and discharge.

5. The committee should see that the schoolmaster is regular in his attendance, punctual in the hour of opening the school, and generally that he does his duty properly and industriously. Any remissness on the part of the teacher in attendance, or want of industry at his work, should be at once brought to the notice of the tahsildar, or other authority.

Superintending the work of the master.

6. This should be done at the monthly meeting of the committee, when each case should be brought up and considered separately. General unwillingness to pay fees on the part of well-to-do people should be brought to the notice of the tahsildar. But, as before noted, the children of cultivators attending village schools are not required to pay fees.

Deciding on fees to be levied.

7. The committee should always be consulted in regard to this, as they will generally be in the best position to judge of the hours that are most convenient for the people of the village; but no important deviation from the ordinary prescribed hours of attendance should be made without reference to higher authority.

Hours of opening and closing.

8. Lists of these, with the approval of the committee, should be prepared and sent up for sanction to the tahsildar. After being sanctioned, a sheet with the list should be hung up on a conspicuous part of the wall of the school and rigidly attended to.

Local holidays.

9. The state of the building and furniture should be considered at each meeting of the committee, and any recommendations they have to make should be sent up to the tahsildar for his consideration.

Building.

10. The committee should meet collectively, not less than once a month, for consideration of all matters within their jurisdiction; and a minute of such meetings, and of the decisions arrived at, should be regularly entered in the committee meeting book kept for the purpose. Besides these collective meetings, the members of the committee should arrange for one member to have special charge for every week of the month. It will be the duty of that member to visit the school

Meetings.

as frequently as possible, to ascertain that everything is going on regularly; but he should not on the occasion of his visits interrupt the work of the school unless there is special cause. The master will of course pay all proper respect to the members on these occasions, and give respectful attention to any suggestions they may make to him; but is not to consider instructions given at these visits as imperative. Orders he must not obey without reference to authority, if they require any important change in the work of the school.

Approved by the Chief Commissioner.

C. A. R. BROWNING, M.A.,

Inspector General of Education,

Central Provinces.

The 7th July 1881.

APPENDIX G.

Fee Rules.

The rules sanctioned by the Chief Commissioner for the guidance of school committees in the collection of fees are as follows:—

1st.—The following scale of fees shall be adopted in zila and town schools—

Zila school	English Department . .	8 annas	4 annas.
	Vernacular	2 „	1 anna.
Town schools	English Department . .	6 „	3 annas.
	Vernacular	2 „	1 anna.

2nd.—For the purpose of these rules the pupils shall be divided into two classes, the non-agriculturists forming the 1st class, and the agriculturists the 2nd class. In the 2nd class may be included, at the discretion of the school committee, the children of non-agriculturists whose annual income does not exceed Rs. 200.

3rd.—When more than one brother of a family attend the same school, the eldest shall pay full fee, and the others half fees.

4th.—Fees shall in future be paid in arrears. Fees for October, for instance, should be realized on the 1st November; fees remaining due after the 10th of each month will render the pupil liable to dismissal.

5th.—Any subscriber towards the support of a zila school may nominate one free scholar in the English department for every eight annas subscribed monthly; and in the vernacular department, for every four annas of subscription. In the same way in Anglo-vernacular town schools, subscribers of six annas a month may nominate one free scholar in the English department, or two students in the vernacular department. In each case the scholar nominated should be either the son of a person earning less than Rs. 200 per annum or should be the near relative of the subscriber. The patron of each free student should be recorded in the Admission Register.

6th.—The school committee may nominate at their discretion free pupils to the extent of 10 per cent. of the registered attendance, but these pupils shall be eligible for attendance in the vernacular department only. Such free students as show distinguished ability may however be recommended by the Inspector of Schools, after the annual examination, for promotion to the English department, provided that the number of free pupils in the English department never exceeds five per school.

7th.—An entrance fee, equal to two months' fees, shall, after the 1st of November, be levied on all students other than free students joining the school for the first time, and also on students rejoining after their names may have been removed from the register rolls.

8th.—Should district officers desire the modification of the above rules in any particular school, they will forward to the Inspector General, through the inspector of the circle, the following tabulated information:—

Name of school and present fee collection.	Number of boys in each class.						Number of agriculturists in each class.						Number of sons of non-agriculturists whose income is less than Rs. 50 per annum.					
	VI.	V.	IV.	III.	II.	I.	VI.	V.	IV.	III.	II.	I.	VI.	V.	IV.	III.	II.	I.

And the Inspector General of Education, should he deem fit, may authorize the following exemptions to the above rules :—

All agriculturists will be exempted from the payment of any fees so long as their children attend regularly, and are only in the 1st, 2nd or 3rd class of any town school to which this rule is made applicable; but so soon as they reach the 4th class, they shall pay the fee prescribed for agriculturists.

The children of all persons earning less than Rs. 50 a year, shall be admitted free in vernacular town schools, and in the 1st, 2nd and 3rd classes of Anglo-vernacular town schools to which this rule is extended, and shall be allowed to read in the higher classes under the rules that already exist.

Village School Fees.

Those scholars in village schools whose fathers contribute to the cess will be free scholars. The sons of persons not contributing to the cess will pay a fee of from one to two annas, according to the means of their parents. Usually the son of a person not contributing to the cess and earning more than Rs. 50 but less than Rs. 144 annually, should not pay more than one anna, and the son of a person earning more than Rs. 144 annually may pay a fee of two annas a month. If two or more brothers attend school, then whilst one brother pays the full fee, the second brother will pay half-fees, and the third brother will be admitted free. Thus if one brother pays one anna, the second will pay two pice, and the third nothing, or if one brother pays two annas, the second will pay one anna, and the third nothing. Very poor children, whose parents or guardians earn less than Rs. 50 annually, to the amount of 20 per cent. of the entire number of scholars, may be taught for nothing even though their parents give nothing to the school cess.

COLIN BROWNING, M.A.,

Inspector General of Education,

Central Provinces.

Instructions for the proper filling up of the Form on the reverse.

(1) All applications should be sent to the Inspector of Schools for the circle, who will forward them to the Inspector General.

(2) Under the heading "as at present" all particulars should be entered as they stand on the date of submission; under that of "as proposed" all such as will exist, if the grant be conceded.

(3) In column 1 by "Permanent Income" should be understood the Government grant-in-aid and the pay of any master of the school which Government defrays, subscription from Municipal funds and endowment. Under the head of "Temporary Income," fees, fines, donations and subscriptions should be entered.

C. A. R. BROWNING, M.A.,

Inspector General of Education.

Central Provinces.

[FORM No. 25.] APPEI

Application for Grant-in-aid for

	Name of the School.	1		2	3			4
		INCOME.		Average annual expenditure.	PUPILS.			Persons responsible for the management and permanence of the school, and the time they will continue to be responsible.
		Permanent.	Temporary.		Average number.	Average age.	Average daily attendance.	
As at present.	Date of the present grant.							
As proposed.	Date from which new grant is asked.							

Countersignature of the Inspector General of Education.

DIX H.

Dated _____ *188* .

5	6			7	8
The Nature and course of instruction imparted.	Persons to be employed.			Books in use in the several classes of the school.	Amount and nature of aid sought for, and the purpose to which it is applicable.
	Names and number.	Salaries per mensem.	Subject taught by each.		
	Contingencies, &c. .				
	Total .				
	Contingencies, &c. .				
	Total .				

{ Signature of persons named in column four (4).

Central Provinces.

APPENDIX I.

Proposed revised Rules for grants-in-aid to Indigenous Schools.

I.—To money provided locally for school buildings, furniture, &c., Government will add an equal sum—

(1) Provided that building sites be approved by the Deputy Commissioner.

(2) Provided that the house be made over to Government when the object for which the grant was made ceases to exist.

II.—For each boy who passes an examination according to the first, or lower standard, as noted at the end of these rules, the teacher shall receive payment at the rate noted in the schedule.

III.—For each boy who passes an examination according to the second standard, the teacher shall receive payment at the rate noted in the accompanying schedule.

IV.—For each boy who passes the examination prescribed by the third standard, the teacher shall receive payment at the rate noted in the accompanying schedule.

V.—For each boy who passes the examination prescribed in the fourth standard, the teacher shall receive payment at the rate noted in the accompanying schedule.

VI.—No teacher shall receive payment for any boy who has not attended his school for a period of 3 months prior to the examination, and payment will be made for the period the boy may have been in the school.

VII.—The same scale of payment will not be made more than once for any boy.

VIII.—A capitation grant of eight annas per annum will be paid on the average attendance of scholars during the year, but boys less than 5 or above 18 years of age will be excluded from this grant. No grant will be given unless the registers are in good order, and the average attendance properly calculated. In schools which are not venture schools, and are modelled after the Government village schools, no capitation will be paid for any boy whose stay in the lowest class has exceeded one year or whose stay in any of the other classes has equalled or exceeded two years.

IX.—The teacher shall keep a "Register of Admittance" according to prescribed form, and if he avail himself of the capitation grant, he shall also keep a "Register of Attendance."

X.—At the recommendation of the Examiner a portion of the total grant, not exceeding one-fourth, will be given to the teacher in the shape of maps and books.

XI.—On the first examination after the promulgation of these rules, payment will be made for the previous twelve months; but further payments will be calculated from the date of the former examination. Such examinations will be annual.

XII.—No master shall receive payment for more than 50 pupils unless he keeps an assistant or pupil teacher for every 25 boys above 50.

XIII.—In the case of girls' schools the payment mentioned in Rules II, III, IV, and V will be doubled.

XIV.—A special merit grant to be determined by the Educational Department, and subject to a favourable report from the inspector, may be made to schools.

XV.—By mental arithmetic is meant such mental arithmetic as may be usually taught in indigenous schools in any district in the Central Provinces; the rules will of course vary with the weights and measures in use.

XVI.—The inspector may award a special grant for gymnastics or drill not to exceed Rs. 12.

XVII.—For every boy who passes an examination in plane table surveying, plotting and finding the area of the field surveyed, a grant of Rs. 3 will be made.

H. B. JACOB, *Major*,

Offg. Inspector General of Education,

Central Provinces.

NAGPUR;

The 20th July 1882.

Revised Curriculum of Studies prescribed for the Examination of Scholars in Indigenous Schools.

	Standard I.	Standard II.	Standard III.	Standard IV.
Reading . .	The alphabet and easy reading sheets as supplied to village schools,—3 annas. In Marathi schools if Modi as well as Balbodh is taught, 3 annas will be paid for each or 6 annas for both.	Easy narrative as in the Hindi and Marathi 1st and 2nd books, —6 annas. In Marathi schools 6 annas will be given for Balbodh and 6 annas for Modi.	A paragraph from an elementary reading book such as the departmental 3rd book (with knowledge of sense of the passage read),—12 annas. In Marathi schools either Modi or Balbodh may be read.	A few lines of prose or poetry from any reader used in a 4th class of a Government school; passage to be understood and reading to be fluent,—Re. 1-8-0. In Marathi schools either Modi or Balbodh may be read.
Writing . .	Any letter or any word contained in the alphabet sheets,—3 annas.	Easy sentences to be written from dictation from reader used,—6 annas.	A paragraph of not less than 3 lines slowly dictated once by a few words at a time from the same book, but not the paragraph read,—12 annas.	A passage of not less than 4 lines of the reader, —Re. 1-8-0.
Arithmetic . .	Figures to 100, multiplication tables to 10 times and mental addition and subtraction of figures of one or two digits,—4 annas.	Tables to 16 times and the fractional tables of $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$, $1\frac{1}{2}$, $2\frac{1}{2}$. Simple addition and subtraction on slates of numbers to 10,000, —6 annas. Mental addition and subtraction of two numbers, one of which may be of 2 digits and the other of one or two digits; questions arising from the multiplication table,—4 annas.	Weights and measures as used in the district. Mental arithmetic involving addition and subtraction of compound quantities,—6 annas. Slate arithmetic to end of compound rules,—12 annas. Geographical definitions and outlines of the Geography of the Central Provinces. Relative positions of the districts of the Central Provinces,—8 annas.	Problems on the compound rules. Rule of three including simple and compound interest so far as it can be worked without decimals, vulgar fractions including greatest common measure and least common multiple, and addition and subtraction of decimals, conversion of vulgar fractions into decimals and decimals into vulgar fractions,—Re. 1-8-0.
General knowledge	. . . . .	. . . . .	. . . . .	Mental arithmetic and mensuration as taught in indigenous schools,—Re. 1-8-0. Outlines of the Geography of India with especial reference to the Central Provinces,—Re. 1-8-0. Dr. Cuningham's Sanitary Primer,—Re. 1.
Sewing for (girls)	. . . . .	Ability to hem,—12 annas	Ability to sew a bodice when cut out,—Re. 1.	Ability to cut out and sew a bodice,—Rs. 2.

NAGPUR;
The 20th July.

H. B. JACOB, *Major*,
Offg. Inspector General of Education,
Central Provinces.

STANDARD LIST.

Questions suggested for the examination of Witnesses before the Commission on Education. (Witnesses are requested to select any of these questions on which they have special knowledge, or they may propose others.)

1. Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

2. Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

3. In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

4. To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

5. What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

6. How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

7. How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

8. What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

9. Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

10. What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

11. Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

12. Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

13. Have you any suggestions to make regarding the taking of fees in primary schools?

14. Will you favour the Commission with your views—first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

15. Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

16. Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

17. In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

18. If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years, from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

19. Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) normal schools?

20. How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

21. What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

22. Can you adduce any instance of a proprietary school or college supported entirely by fees?

23. Is it, in your opinion, possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

24. Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

25. Do educated Natives in your province readily find remunerative employment?

26. Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

27. Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

28. Do you think that the number of pupils in secondary schools who present themselves for the University entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

29. What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

30. Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

31. Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

32. What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

33. Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

34. How far do you consider the text-books in use in all schools suitable?

35. Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability or to interfere with the production of a useful vernacular literature?

36. In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

37. What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

38. In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

39. Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

40. Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

41. Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

42. What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

43. Have you any remarks to make on the subject of mixed schools?

44. What is the best method of providing teachers for girls?

45. Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

46. In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

47. What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

48. Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

49. Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

50. Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

51. Is the system of pupil-teachers or monitors in force in your province? If so, please state how it works.

52. Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

53. Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

54. Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

55. To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

56. To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

57. To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

58. What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

59. In your opinion, should fees in colleges be paid by the term, or by the month?

60. Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

61. Do you think that the institutions of University professorships would have an important effect in improving the quality of high education?

62. Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

63. Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

64. In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

65. How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

66. Are European professors employed or likely to be employed in colleges under Native management?

67. Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

68. How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

69. Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

70. Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

EVIDENCE TAKEN BEFORE THE CENTRAL PROVINCES PROVINCIAL COMMITTEE.

N.B.—The several numbers of the questions in the Examinations-in-Chief of the witnesses refer to the numbers which those questions bear in the Standard List of Queries forwarded to all witnesses and reprinted *at the beginning of this volume.*

Evidence of Miss Branch, *Church of England Zenana Mission, Jubbulpur.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have gained a little experience on the subject of female education as a member of the Church of England zenana mission, in Jubbulpore.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it, and if so, why?

Ans. 3.—Primary instruction for girls is only *sought* for by the Bengalis living here. The Bengali Babus allow their wives to be taught in their homes by zenana Missionaries. These Bengali ladies having found out for themselves what a pleasant thing learning is, are naturally anxious to have their daughters taught, and gladly send them to school. They are now paying a monthly fee of two annas for each child.

The lower classes are those which hold aloof from instruction. When asked to send their daughters to school, they often say "we want our girls to earn money for us, why should we let them waste their time in learning क का?" Others say "my girls shall not come, because when you have taught them to read and write, you will ship them off to England and make slaves of them." It often takes more than a year to overcome the prejudices of these ignorant people, and to gain their confidence, but when once that is done, they are grateful, and place almost unbounded trust in those Europeans who have shown interest in them.

Ques. 10.—What subjects of instruction if introduced into primary schools would make them more acceptable to the community at large, and especially to the agricultural classes?

Ans. 10.—I would suggest that one day in each week should be set apart, in girls' schools, for needlework; that the material for it should be found for the poorer children, and that the work done by each child should be given to her when finished. By these means the girls would be benefited, and even poor parents would not feel that their childen's time is wasted.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—No: I think not. Daughters of poor parents attend school irregularly, because they have to help in house work; and in sowing and gleaning seasons they have to work in the fields. Therefore few of them reach the standard required during their first year; and many do not attend school more than eighteen or twenty months altogether. In low-caste girls' schools, help, to be efficient, should be given from the commencement.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be rendered more efficient?

Ans. 14.—I think that girls' primary schools might be increased rapidly, if more female teachers could be trained for them; and that if those teachers could be had from among the higher classes, the schools would be better attended. A woman of high-caste is more readily obeyed by her pupils, and is also generally more energetic than a low-caste one. But I do not think it possible, at present, to get a sufficient number of high-caste Hindoo women who are willing to be trained, and whose relations will allow them to be trained as teachers. Therefore I would urge that Native Christians be encouraged as much as possible to send their daughters to Normal schools, so that there may be a larger supply of governesses, who are well fitted for their work. I think that one way of making girls' primary schools more efficient would be paying more attention to object lessons, because good object-lessons call out the abilities of teachers, and interest little girls, and make them think, almost more than any other style of instruction.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—I think that one good way would be giving more help to the girls' primary and Normal schools belonging to Missionary societies. It seems to me that in the present state of India the majority of female teachers *must* be taken from the Native Christian population. Hindu girls are married while they are very young, and a respectable Hindu will not allow his daughter to attend school, even as a day pupil, after her marriage. How can she get the training necessary to fit her for becoming a teacher?

But a Native Christian sends his daughters to school daily till they are about nine years old, and then, if he can possibly afford it, he sends them as boarders to some Normal school for five or six years. If a girl shows love for learning, and an aptitude for teaching, she is kept at school as long as is necessary for her training; and when she has passed her examination she can work as a teacher in a mission school until her mariage, without any detriment to her character, because she is under the direct care of, and is protected by, some European lady. After her marriage she generally works on for some years, and often becomes a most valuable agent. If Government would give more scholarships to deserving Native Christian girls, to enable them to continue their education, I believe we should quickly have a large number of efficient teachers. Many are lost now because their parents are too poor to pay for their training.

Ques. 46.—In the promotion of female education

what share has already been taken by European ladies, and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—About two hundred European ladies are now working in India as zenana teachers, or as superintendents of schools, and much interest is taken in their work by those who are anxious for the spread of Christianity. Some ladies are prevented from *showing* their interest because they have an idea that Government disapproves of religious teaching, and some do not care to visit Government institutions because in them the Bible is a forbidden book. I believe that if Government will show that she honours the religion of the Lord Jesus Christ, and that she wishes all who are under her rule to hear of Him, many ladies will at once willingly come forward and help in the promotion of female education. I think that nothing more than this is needed to call out the interest which already exists, and that nothing less will suffice to make that interst lasting and effectual.

Cross-examination of MISS BRANCH.

By THE PRESIDENT.

Q. 1.—Do you receive adequate help from Government in zenana teaching; and by what calculation is that help regulated?

A. 1.—We began in 1876 with 17 female pupils, 10 in zenana and seven in one school. The Education Department allowed us from the beginning ₹35 per mensem. We have now 154 pupils, of whom 58 are in zenanas and 96 in five schools. We have received since last April an additional grant of ₹18, making ₹53 per mensem in all,—that is 5½ annas for each pupil. We applied for this additional grant, because we had opened three new schools; and we received ₹6 for each school. The additional grant has nothing to do with our increased zenana work.

Q. 2.—If you received more liberal aid from Government, could you do more zenana work?

A. 2.—Yes. We have been asked to take up zenana work in another part of the city, but have been unable to do so for want of funds to defray the expense of the agency required.

Q. 3.—We have it in evidence that the rate allowed in the North-Western Provinces is Rs. 2 for each zenana pupil. If this rate were conceded, is there any real demand for zenana teaching here, on the basis of which you could largely extend your operations?

A. 3.—Yes, I think so, especially among the Madrasis. We visit no Madrasi zenana just now for want of the needful agency. We had to give up teaching in Madrasi zenanas for this reason. We are now teaching 58 zenana pupils, of whom 23 are Bengali Hindus, 21 Jubbulpore Hindus, and 14 Jubbulpore Muhammadans. We have 35 pupils whose families belong to Jubbulpore.

Q. 3 (a).—Have you received all the aid from the Educational Department that you asked for?

A. 3 (a).—Yes. I am not aware whether the Nagpur zenana mission receives any aid.

Q. 4.—May we understand that the better classes of the Hindus and Muhammadans dislike the idea of their daughters going out to a school while they are little children, and absolutely forbid their doing so after marriage, say, about 12 or 14?

A. 4.—In my answer, I shall speak only of the city. Muhammadans will not allow their girls to come out to school in Jubbulpore city after they are eight. As far as my experience goes, no Hindu family of good caste permits its girls to go out to school after nine. After the actual marriage of a girl, no respectable Natives, not even Bengalis, permit their daughters to come out to school in Jubbulpore city, certainly not after the age of 12.

Q. 5.—Then may we take it that the only system for carrying on the education of respectable Native girls after quite young childhood, say eight or nine years of age, must consist in development of zenana teaching?

A. 5.—That is my belief.

Q. 6.—Do you think it possible to train up non-Christian girls of respectable families by zenana teaching, who could act as domestic governesses in Native families? Is there any possibility of such a system being carried out?

A. 6.—I do not think it possible.

Q. 7.—Have you studied the system in the female Normal school of Jubbulpore, by which the wives of teachers are themselves trained up to be schoolmistresses?

A. 7.—I have not.

Q. 8.—With reference to answer 14 in your evidence, are you aware that one-third of the girls in the female Normal school at Jubbulpore are Brahmins, and that two-thirds of them belong to highly respectable castes?

A. 8.—I was not aware of that. I have however several times tried to get a schoolmistress from that school, but I have been told that they were all required for Government schools, and that no one was available for my purposes.

Q. 9.—Are you aware that, if you sent a girl to that school she would be gladly received and trained as a teacher? If so, can you not adopt that plan?

A. 9.—I was aware of this. But I could only send Native Christian girls, and I should not like to place them under the influence of a non-Christian school. I can see no way of getting over this difficulty.

Q. 10.—Is your teaching in the zenanas exclusively religious? If not, what secular teaching do you give to your zenana pupils?

A. 10.—It is not exclusively religious; we teach arithmetic, writing, geography, grammar, all kinds of needlework, and reading in various Bengali, Hindi and Urdu books not of a religious character; we also read the Bible; we teach singing, but not music. We frequently use the Hindi reading-books of the Christian Vernacular Society but they are not necessarily religious. Our Bengali books are simply the ordinary secular books read by Bengali children. Our Urdu books are the Government series; but no Urdu-reading girl has yet passed the first book. The instruction has all a religious tendency. The time actually devoted to religious teaching is a quarter of an hour out of an hour and-a-half.

Q. 11.—Do the parents of respectable Native

girls approve of their girls' schools being visited by male inspectors, Native or European?

A. 11.—Two of our five schools have objected strongly. I do not think such inspection impairs the popularity of our schools where the objection has not been specifically raised.

Q. 12.—Would you recommend the employment of an inspectress for girls' schools instead of male inspector?

A. 12.—Yes, I would recommend this.

By Mr. Browning.

Q. 1.—With reference to your answer to Question 10, do you know that in all Government schools where the committee desire it, the girls are taught to sew, and that the materials are sometimes supplied gratis, more often by school committees? In the school the elder girls devote the whole afternoon to sewing and embroidery.

A. 1.—No; I did not know that.

Evidence of Mr. Ambica Charan Banerji, *Head Clerk, Deputy Commissioner's office, Jubbulpore.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I am the head clerk of the Deputy Commissioner's office at Jubbulpore, where I have been living for a long time. I was also at Saugor, an important district of this province, for eight years, serving there too as head clerk in the district office. I came back to the former place on promotion in April 1881. I have always taken a deep interest in the cause of education and in the welfare of the people of this country, and have, to the extent of my ability, always invited the attention of my fellow-countrymen to these subjects. I was one of those persons who established the "Hitakarini Sabha" at Jubbulpore in the year 1869, and in the year following, in connection with this association, I succeeded in bringing about the establishment of an English school by subscriptions collected from the people. I was the secretary of both the Sabha and this school. When I went to Saugor in 1873, the school was in a most flourishing condition, consisting of some 250 pupils with 10 masters, and had attained the status of an important middle school in these provinces. This institution has now 300 pupils, and continues to do a great deal of good to the people of the town in the way of education.

In 1874, my endeavours in the establishment of an association at Saugor, entitled the "Hit Sabha, Saugor," became successful. This institution still exists, and attached to it are two adult night schools, one boys' and two girls' schools. Two members of the abovenamed society were encouraged to open girls' schools in their premises and from their own funds. All these institutions are now in a flourshing condition and doing a considerable amount of good to the people of Saugor. As at Jubbulpore, I was entrusted with the duties of the secretary of the society, and of the management of all educational institutions. The object of both the societies at Saugor and at Jubbulpore was chiefly the diffusion of knowledge and enlightenment in this country, and the amelioration of the condition of the people. In the joint capacities of head clerk of the district office and secretary of the associations and institutions named above, I came into contact and made myself familiar with people of all classes and educational officials—masters, inspectors, &c., and have thus had an opportunity of acquainting myself not only with the state of education, but with the wants and wishes of the people in these parts. As secretary of the association at Saugor and at this place, I took an active part in several important matters;—such as the introduction of Hindi, in place of Urdu, as the court language of these parts; the establishment of "panchayet courts," agricultural and industrial instruction, &c. I place on the table a copy of one of the reports of the Saugor Association, which will show some of my poor labours in the cause of education and welfare of the people. I also submit a translation of an address sent to me by the people of Saugor after I left that place, which will show their appreciation of my work, and the esteem and kindness I earned from the people of that district. I was a member of the district and all other minor educational committees at Saugor. At Jubbulpore, too, I have been entrusted with the charge of two girls' schools, and appointed to act as secretary to the committee of those institutions. I am also a secretary of the managing committee of the middle school, which was started here as noted above. I have also paid great attention towards indigenous schools, both here and at Saugor. In this way I have felt mysely interested in the cause of national education. My experience is chiefly confined to the northern districts of the Central Provinces. I submit a copy of my testimonials, which will show that my poor services in the cause of education have been acknowledged by the head of the Education Department and the local Government from time to time.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—Much has been done towards the diffusion of general, and especially elementary, education in this country,—thanks to the Education Department, and particularly to its devoted head the present Inspector General of Education. Mr. Browning has been labouring hard in the cause of education since the formation of the Central Provinces in 1862. He takes great interest in anything concerning public enlightenment and good; and his exertions towards the diffusion of knowledge in this country will ever remain in the grateful remembrance of the people. The history of education for the last two decades shows the rapid progress which education has made under Mr. Browning's skilful supervision and efficient control. Very great has been the progress, yet I think the system of primary education is defective, and requires to be placed on a sound basis by the encouragement and improvement of the indigenous system of elementary education. At present the tendency is more towards the development and progress of Government than indigenous schools. I quote the following statistics from the educational reports to show how the progress of the latter has been checked by the establishment of Government schools, since the educational scheme has been introduced and worked out in these Provinces.

It will be seen that instead of 835* indigenous schools, which existed prior to the introduction of the educational scheme, there are now only 428, while the number of Government lower primary town and village schools is 798, or nearly double the number dirtributed all over the province.

* As per report for 1864-65, 835.
As per report for 1862-63, 735.

In the district of Raipur the indigenous system is in force. There still exist 146 schools which have been established since the educational scheme was introduced. If these are excluded, the number of old indigenous schools will be reduced to 282. In Sambalpur there were no less than 255 grant-in-aid indigenous schools in 1876-77, but save 16, all of them had to be closed, it is said, for want of support in the year following. Next to these two districts, in the matter of private schools, are Nagpur, Jubbulpore, and Nimar, where 157 schools exist, *viz.*, in Nagpur 82, Jubbulpore 41, and Nimar 34. In the other 13 districts, the number is small, *i.e.*, 94 in all, or, on an average, seven schools in each district. The falling off in the indigenous schools at Sambalpur must be due to want of local support as noted; but the institutions appear to have also received a certain amount of discouragement and indifference by the change of district and educational officers. When these schools came into existence, there was no lack of encouraging and enthusiastic reports and recommendations for "khiluts," and commendatory parwanahs in favour of individuals who liberally came forward in support of the schools. I quote a line from one district officer's report, who encouraged the establishment of these schools, and said, "With due assistance from Government, I see no end to the spread of education in this district." But a few years afterwards an educational officer, who from some cause or other disliked the system, said that "for his own part, he should like to see a gradual withdrawal of all permanent Government aid from schools of this class, and the substitution of the captitation-grant system."

I say that the existing system is defective, because it does not, as in Bengal, proceed in all co-operation with the indigenous system. On the contrary, it has proved fully destructive to the latter, as a comparison of the statistics in Tables A. and B. (pages 166 and 167) will clearly show. I have myself seen that the indigenous schools, instead of receiving every attention and encouragement, have been unfairly and indifferently treated by the lower educational officers, and their partiality in respect to these schools has very seldom been brought to light. I would quote the remarks of the inspecting educational officer to show what I say is a fact. The unjust treatment in one circle has thus been criticised:—

"The improvement that has taken place during the year in many of these schools is very gratifying and encouraging, and goes to show that the system of payment by results is a good system for the schools of this country, as it has been found by experience to be the best for the primary schools of England. The reason they were in such bad order three years ago, when Mr. Thompson reported on them, was, I think, owing to the unfair treatment they formerly received at the hands of the zilla inspector. This was the plan followed: if an indigenous school did well and prospered in any place, it was turned into a Government school; and if a Government school was unsuccessful, it was made an aided school. In like manner, unsuccessful, incompetent and lazy Government schoolmasters were punished by being sent to take charge of country schools. So all that was good was made Government; all that was bad, indigenous."

Mr. Browning's good intentions had only to be strictly followed by the lower graded educational officials, and the the complaints would cease at once. Mr. Browning's instructions for a long time were that "attention should be paid to these indigenous schools, for, to such improved schools, supervised as they may hereafter be by local boards, we must one day look for popular primary education in India."

What is wanted, I think, is a few village schools at important towns and villages in each district. These should be thoroughly efficient institutions, and surrounded by rudimentary indigenous schools, the most promising pupils of which might be drafted into the nearest Government schools, wherever feasible.

In all cases, when an intelligent landholder has a son, and where there is no vernacular school, he usually entertains a literary character of some kind—pandit or purohit—to teach his boy; such being the case, it is easy to arrange that other boys receive instruction at the same time; and thus the foundation is laid for a regular indigenous school. It is obvious, however, that the standard cannot at first be a desirable one; but if we can utilise the existing agency of pandits and purohits, a great point will be gained.

There is, I am afraid, another defective point to be noted, *viz.*, that the existing system of primary education does not fully supply the wants of the community. Its practical working shows results which in my opinion are not satisfactory. The old indigenous system, however imperfect it was, met the requirements of the people so far as their business occupations were concerned; it gave them a knowledge of arithemetic, zamindari papers and accounts, and trade accounts. It was this system which trained up the men who carried out the zamindari trade and other business occupations. I have occasionally visited some of the best indigenous schools at Jubbulpore and Saugor, and was much impressed with the economical working of the institutions and the practical manner in which rudimentary and other useful knowledge is given to the pupils. To give an instance of the popularity of two of these schools, I should say that boys of most of the well-to-do families, such as merchants, traders, petty shopkeepers, &c., are suitably trained up there for all business coming in their after-life. The Government schools are backward in respect to such practical training, and I am afraid the standard of the present primary instructions has been so raised and altered that it no longer corresponds to an ordinary peasant's, trader's or artisan's requirements. Slate arithmetic, map drawing, and the reading of printed books have been made mostly to take the place of some of the subjects of the "desi páthsháld" instruction. This is specially the case with mental arithmetic, in which the pupils are found remarkably deficient—a subject in which they used to be remarkably proficient. This subject is unquestionably one of the most useful that a boy can spend his time upon, and it is no gain to him, but a serious loss, to have learnt to read a printed primer, if at the same time he is unable to look sharply after his own interests in ordinary money transactions. I think it should be made imperative that the old distinctive features of the "páthsháld" system should not be departed from, *viz.*, mental and written arithmetic, handwriting, instruction in zamindari papers and accounts, and also in trade accounts or book-keeping. I have

heard that because less attention is paid to these subjects, traders, artisans and others in some places prefer to give their sons training at home. To these esubjects I should certainly supplement some rudimentary instruction in what is called the chemistry of life. I would give lessons on common objects, on outlines of descriptive geography, on the duties of man as a member of society, a citizen and a subject of the State, on general principles of agriculture as pursued in this country, and on some salient points in the history of India. The course of instruction, in my opinion, should not exceed three years. In the economy of rural and industrial life in this country, a boy of nine or ten years is a useful factor; and if he be kept late in the school, the sympathies of his parents or guardian will be alienated and the success of the system jeopardised. The question of agency is most important. The old "gurus" have nearly died out. Their places should be taken by men who might combine a knowledge of the old system with a training qualifying them to teach the other subjects which I have just mentioned. For this purpose I would foster the "guru" training system. I would give substantial bonuses to "gurus" who would offer themselves for examination and obtain certificates. I would leave them perfect liberty of action. They should exert themselves to establish schools, make their own arrangements for the maintenance of the same, and be allowed Government aid, regulated according to the number of boys in attendance at each school, on condition that they will teach according to the standard prescribed. There should be as little interference with the internal working of the "páthsháláš" as possible. The tendency of Government inspection is to stereotype certain forms, and to hamper individual action. I would make it a rule that the "guru," wherever practicable, should be an inhabitant of the village where the school might be established. He would then be able to utilise his personal influence and to carry the sympathy of his fellow-villagers. He would probably have the "páthsháláš" in his own house or in that of the malguzar or some influential neighbour, and as his living will depend upon his own exertions, he will try to induce his neighbours to send their children to his "páthsháláš." He may be allowed to levy fees in cash or kind in any way best suited to the circumstances and customs of the country. He should not be required to provide the modern school apparatus of benches and chairs.

The boys should sit on mats or gunny flooring, or even on the bare floor; they should write on "paties," wooden boards, and lastly on paper, as was the case before. Slate, pencil and paper are expensive articles for the majority of them. The "guru" should be placed under the village panch, which may be constituted for each village, or for a group of villages, according to the requirements of each case. The panch should be required to make the monthly returns of pupils attending the school, and not to do the general work of inspection, as they will be in or near the village. As regards pay, the "gurus" will be able to secure very little or nothing in the shape of fees, &c., at the outset; and as the success of the scheme of national education will chiefly depend upon the character of the agency employed for the task, I would give the trained "guru" a good bonus on receiving a certificate, and a pay of not less than R5 per month on his founding a school attended by at least from 10 to 20 pupils, without any reference to the fees or payments in kind which he may receive, and the "guru" should always be required to maintain that number. I would have half-yearly examinations, which will be the best test of the working of the school. Constant examinations of pupils of elementary schools are apt to be harassing to both pupils and teachers. In a matter of this kind, the village "panchayet" may be relied upon to look after their own interests, and the local or district boards to keep such interests alive. If the village school should take root in village sympathy, the problem of popular education would be satisfactorily solved.

The above proposals are not to be considered as suggestive of being workable at once. In a backward province such as this is, where the great mass of the people are steeped in igorance, any steps towards enlightenment and reform should be cautiously gradual, and must always, to be successful, carry the sympathy of the people. The first thing, therefore, towards the development of the indigenous system of education would be to stimulate private enterprise as much as possible. All inferior village schools can be made indigenous schools, by encouraging the teachers of the former to exert their independent and private influence in conducting them. I have consulted the wishes of some of the teachers, and it appears to me that they will gladly accede to the proposal to their own advantage.

NOTE.—Whenever practicable, the results system of payment may be introduced.

TABLE A.

Showing the number of Indigenous Schools in the Central Provinces.

Year.	Nagpur.	Jubbulpur.	Saugor.	Damoh.	Mandla.	Seoni.	Narsinghpur.	Hoshangabad.	Nimar.	Betul.	Balaghat.	Chhindwara.	Chanda.	Wardha.	Raipur.	Bilaspur.	Sambalpur.	Bhandara.	Upper Godavari District.	Total.	Remarks.
1846-47 and 48	...	102	70	12	...	79	19	...	...	...	...	...	...	...	...	...	...	...	...	282	For 5 districts only.
1862-63	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	(a) 835	Details not obtainable.
1863-64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	406	Ditto.
1864-65	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	460	Ditto.
1865-66	41	68	48	29	11	17	101	58	50	12	...	11	19	3	10	29	126	36	10	679	
1866-67	34	63	49	28	10	24	94	55	53	14	...	8	15	4	9	38	185	59	...	742	
1867-68	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	798	Ditto.
1868-69	43	67	31	19	8	39	59	52	41	15	11	5	18	4	8	79	246	79	7	822	
1869-70	51	35	24	36	30	41	51	49	47	17	12	6	19	5	184	60	247	85	3	1,002	
1870-71	51	44	21	26	22	59	62	43	60	11	4	4	17	5	237	52	246	89	5	1,064	
1871-72	51	24	23	25	35	70	24	49	64	10	8	7	15	5	169	42	246	87	1	955	
1872-73	49	19	16	20	28	40	27	46	64	2	...	8	15	3	153	29	248	75	...	842	
1873-74	74	23	12	6	17	13	30	23	74	1	...	11	10	...	148	11	243	22	...	718	
1874-75	77	25	19	5	21	17	19	21	52	2	...	13	7	...	144	27	246	7	...	702	
1875-76	73	27	24	10	22	14	17	15	61	...	...	14	3	...	146	27	246	8	...	701	
1876-77	69	26	22	12	24	13	20	10	54	4	...	19	8	...	141	22	244	6	...	694	
1877-78	75	35	16	16	22	14	18	7	46	1	...	9	9	...	134	20	16	8	...	446	
1878-79	67	34	16	14	19	14	20	9	40	...	...	6	10	...	129	20	19	7	1	425	
1879-80	78	43	13	10	16	1	22	7	33	1	...	5	8	...	148	23	17	4	...	429	
1880-81	82	41	13	10	12	...	16	2	34	1	...	5	5	...	146	25	33	3	...	428	

(a) I have obtained these figures from page 6, paragraph 30 of the Education Report for 1864-65, but pages 63, 64, and 67 of Report for 1862-63 show only 735 schools. The figures in both seem to be inaccurate and misleading. I think the number of schools shown in 1862-63, 1863-64, and 1864-65 is below the actual number, for I have seen it stated that the people disliked enquiries into their domestic life, and thus the extent to which domestic instruction prevailed could not properly be ascertained; but besides this there are figures to show that the number of indigenous schools has now considerably decreased. Take, for instance, the districts of Jubbulpur, Saugor, and Seoni, where in 1848 no less than 251 schools existed, there are now only 54, or about one-fifth of the number it was before.

TABLE B.

Showing the number of Government Primary Town and Village Schools, and Lower Primary Branch Schools in the Central Provinces.

Year.	Nagpur.	Jubbulpur.	Saugor.	Damoh.	Mandla.	Seoni.	Narsinghpur.	Hoshangabad.	Nimar.	Betul.	Balaghat.	Chhindwara.	Chanda.	Wardha.	Raipur.	Bilaspur.	Sambalpur.	Bhandara.	Upper Godavari.	Total.	Total number of village schools.
1862-63	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	736(a)	409. Details not obtainable.
1863-64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	403. Ditto.
1864-65	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	659(a)	486. Ditto.
1865-66	58	79	56	31	14	27	55	62	31	23	...	28	24	42	36	21	9	32	11	639	546
1866-67	56	76	55	29	15	31	55	64	28	22	...	30	28	48	46	20	12	32	9	656	577
1867-68	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	656	593. Ditto.
1868-69	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	656	596. Ditto.
1869-70	63	60	53	33	12	39	37	61	16	28	11	25	40	44	50	31	11	28	5	647	588
1870-71	63	62	52	34	14	39	37	68	16	26	12	25	40	44	51	31	11	28	5	658	600
1871-72	62	64	51	34	15	40	52	74	16	26	12	26	39	44	51	31	12	28	6	683	627
1872-73	71	64	58	37	14	50	54	78	18	26	19	27	43	52	54	31	12	39	9	751	621
1873-74	69	70	55	37	15	31	55	81	18	25	34	27	43	54	53	30	12	42	8	759	629. Ditto.
1874-75	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	747	644. Ditto.
1875-76	69	68	51	33	14	30	55	81	33	24	34	28	42	57	53	30	12	46	3	763	632
1876-77	69	67	50	33	16	26	55	72	39	23	33	28	41	57	53	30	12	45	6	755	627
1877-78	68	66	49	34	16	29	55	71	39	23	33	28	40	58	53	30	30	45	10	774	647
1878-79	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	773	644. Ditto.
1879-80	70	65	50	34	16	26	54	70	43	23	33	26	46	57	53	33	30	46	...	775	644
1880-81	70	67	51	34	16	26	55	74	48	23	33	26	49	58	53	33	30	46	...	793	652

(a) I have not been able to verify these figures. They may be cancelled if necessary.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—In the Central Provinces the people are very backward in education as in other matters of enlightenment and reform, and therefore primary instruction is not generally sought for by them. Those classes of the people, as far as I know, avail themselves of the benefit offered by vernacular schools, who reap the benefits of education in their after-life, *i. e.*, earn their livelihood by it. But the sons of husbandmen, of petty landholders, of professional workmen, for whose education these schools were primarily designed, comparatively keep aloof from them. The means of workmen and labourers are generally very limited. Their constant manual labour is scarcely sufficient for their subsistence. The children, as soon as they are fit for any work, are at once employed in it. If they may not associate their children in their daily labour, it will doubtless be impossible for them to defray the additional expenditure of maintaining the children from their already insufficient earnings.

There is no great difference between the conditions of the ordinary cultivators of land and of those petty landholders who hold small tracts of land in common property and cultivate those tracts themselves. Both of these classes are, generally speaking, men of quite limited means, who are not able to procure even the necessary implements of husbandry. It is, therefore, impossible for them to carry on their business of agriculture with any degree of success unless they bring over their whole families to their assistance. Separate works are allotted to different members of the family. For example, the younger ones are employed in easier work requiring lighter manual labour, such as the guarding of the fields against animals, the weeding of the crops, the direction of the course of water into certain beds, the grazing of cattle, and so on. There are many trifling parts of the business, which, if not left to little boys and girls, will seriously retard the progress of it. These are the causes which unavoidably prevent their sending their little ones to schools for education.

There are, however, some villages where the landholders or cultivators are comparatively more prosperous, and their circumstances admit of their dispensing with the service of their children in agricultural business. In such villages, boys can be spared for education; and there the sons of the cultivators and landholders have, more or less, derived benefit from the schools.

The greatest difficulty, however, is that the above-named class of the people do not seem to appreciate education at all. They are unable to understand how education can be useful to them in their daily life, which is no better than that of any ordinary "cooly." What fruit can we, under these circumstances, reap by establishing schools in villages where they are not wanted at all? In this very class those who are a little better off than mere "coolies," and follow a regular occupation by keeping a regular shop, such as the carpenters, who construct the ordinary village carts, their wheels, and other implements of husbandry, bunniahs, &c., are tolerably able to read and write, and generally send their sons to Government or indigenous schools. But an itinerant workman, who goes from house to house to seek employment, never thinks of procuring education for his children.

I am not aware that any classes are practically excluded from primary education, save the lowest castes, such as "sweepers," "chamars," "bysores," and similar others, who do not, as a rule, get admission into the schools and "pathsalas" owing to caste prejudices. The superior castes object to send their sons for education, if the lowest classes are admitted. The attitude of the influential classes, *e. g.*, the less educated landholders, wealthy traders, and such like, are not in favour of the extension of elementary knowledge to every class of society. They consider it simply a waste of money and labour to give education to the lower orders and such classes of the people when education will not be of any use in their after-life, but, on the contrary, prove detrimental to the interests of their respective hereditary occupations. For instance, a son of an agricultural day labourer or a cultivator unused from his infancy to his own occupation, proves unequal to the task afterwards, when he leaves his school. After the mental work only at his school, he is quite incapable of the arduous field work under the sun and rains. Even the watching of the field in heavy night dews and cold is unsuitable and distasteful to him.

Persons holding high offices under Government, vakeels or similar other private individuals, and educated Natives generally, hold different views from the uneducated portion of the community. They are in favour of the extension of elementary knowledge to every class of society. Of course many persons among these classes, too, think that the education should not be such as to lift boys out of the spheres of life in which their lot is cast. There have been instances in which boys under the influence of the modern system of education have given up their hereditary calling, and this circumstance has, to a certain extent, alienated the sympathy of poor parents on the subject. This, however, must be the inevitable consequence of education according to its extent.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid, and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools are to be found in almost all the districts of this province. I have fully detailed their numbers in Table A. appended to my answer to question 2. I am not aware what the ancient village system was. I made an effort

TABLE C.

Showing the state of the Indigenous Schools in the following Districts.

		Persian and Arabic Schools.						Sanskrit and Hindu Schools.					
		Saugor.	Damoh.	Jubbulpore.	Seoni.	Narsingpore.	Total.	Saugor.	Damoh.	Jubbulpore.	Seoni.	Narsingpore.	Total.
Total number of schools		9	2	14	17	6	48	60	10	88	60	13	231
Total number of teachers		9	2	14	17	6	48	60	10	88	60	13	231
Number of teachers	Who teach gratuitously	2	...	2	5	...	9	21	1	64	41	...	127
	Who have fixed incomes	7	2	12	12	6	39	39	9	24	19	13	104
Average monthly income		R10-5-4	R7-7-0	R5-12-6	R10-8-0	R7-1-9		R4-13-2	R3-12-1	R1-1-3	R1-8-2	R7-0-9	
Number of schools which are held in	Private dwellings	8	2	12	12	5	39	40	4	31	17	10	102
	The teacher's house	1	...	2	2	...	5	18	6	56	39	3	122
	Temples	...	...	...	3	...	3	...	...	...	1	...	1
	Other places	...	...	...	...	1	1	...	...	1	3	...	4
Number of schools which have existed	For 10 years and upwards	1	...	2	...	...	3	8	...	6	8	1	23
	From 2 to 10 years	1	1	3	7	3	15	11	7	30	28	4	80
	From 1 to 2 years	4	...	2	3	...	9	9	...	18	11	5	43
	From 6 months to 1 year	3	...	3	4	2	12	17	1	29	8	1	56
	For 6 months and less	...	1	3	3	1	8	15	2	5	5	5	27
Total number of scholars		70	9	134	156	53	422	786	169	613	299	177	2,044
Scholars distributed into castes	Muhammadans	46	1	68	97	18	230	54	4	11	10	5	84
	Brahmins	17	...	13	7	8	45	250	66	253	115	43	727
	Rajputs	3	2	1	...	5	11	35	10	45	10	3	103
	Kayesths	3	2	39	38	13	95	56	17	58	15	23	169
	Banyas	...	1	1	4	8	14	186	37	104	31	51	409
	Other castes	1	3	12	10	1	27	205	35	142	118	52	552
Average period of pupilage		...	...	8 ys. 9 mos.	...	...	...	...	...	5 ys. 8 ms.	...	7 years.	...

to trace out this information, but could only lay my hands on statistics as far back as 1848, *i.e.*, 36 years ago, and these relate to five districts only, *viz.*, Saugor, Damoh, Seoni, Narsinghpur and Jubbulpore. I give the information below, to show clearly how some of the parts of the province stood then in the matter of indigenous system of education.

TABLE D.

Showing the centesimal proportion of males under instruction to those of a school-going age, and the average proportion of area to each school.

		Saugor.	Damoh.	Jubbulpore.	Seoni.	Narsingpore.	Total.
Number of towns and villages		1,337	1,883	4,991	2,694	897	11,802
Number of schools		69	12	102	77	19	279
Population	Muhammadans	15,420	12,089	1,16,272	70,108	...	213,889
	Hindus	290,174	351,495	326,499	156,962	...	1,125,130
	Total	305,594	363,584	442,771	227,070	2,54,486	1,592,505
Number of males fit for instruction		25,466	30,299	36,898	18,922	21,207	1,33,792
Number of male children under instruction.	Muhammadans	100	5	79	107	23	314
	Hindus	756	173	668	348	207	2,152
	Total	856	178	747	455	230	2,466
Percentage of scholars to Number of male children fit for instruction		3·4	0·6	2·0	2·4	1·1	...
Area in square statute miles		1857·9	2428·2	6,237·8	1459·2	501·9	...
Average area to each school		26·9	202·3	61·1	19·9	26·3	...

TABLE E.

Showing the Castes of Teachers engaged.

Names of Castes.	Saugor.	Damoh.	Jubbulpore.	Seoni.	Narsingpore.	Total.
Brahmins	...	4	38	16	4	
Rajputs	...	5	1	...	...	
Kaysths	...	...	22	1	10	
Banyas	...	...	3	...	...	
Koormies	...	...	4	...	...	
Bhat	...	...	1	...	...	
Sonar	...	...	1	...	...	
Poories	...	...	2	48(*a*)	...	
Lodhis	...	...	1	...	...	
Byragees	...	1	1	...	...	
Aheer	...	...	1	...	...	
Ahwasee	...	...	1	...	...	
Bakkal	...	...	1	...	...	
Koondera	...	...	1	...	...	
Behra	...	...	1	...	...	
Muhammadans	...	2	10	14	5	

(*a*) Hindus.

TABLE F.

Showing information other than the above in regard to each District separately.

Saugor.

Of the 70 schools, 7 were Arabic and Persian and 12 Sanskrit and Hindi in the town of Saugor. The Goolistan and Bostan were the most popular books read. Seven schools within the district were classed as Sanskrit schools. In all the rest Hindi was taught. The Sanskrit books used were, with the exception of the "Raghuvansha," of an elementary class, while arithmetic, "Rajneet" and the Hindi alphabet were taught in the Hindi schools.

Damoh.

This district, though consisting of 1,883 towns and villages, contained only 12 schools (10 Hindi and 2 Persian) with 178 pupils of Muhammadan, Brahminical, Kaysth, and Banya class. The highest number of pupils attending one school was 46; the lowest 3. The teachers were said to be men of the most moderate attainments, and the instruction afforded was merely of an elementary character. The course of study was confined to commercial accounts with reading and writing. Some desire for education was found among the Brahmins, Banyas, and Kaysths; but the other castes, which comprised the bulk of the population, rested satisfied in their ignorance. Of the more educated classes, few cared for the service of a teacher, preferring to teach their children at their own homes, whatever little knowledge they themselves might possess.

Jubbulpore.

The district had 102 schools, of which two Persian and seven Hindi were situated in the town of Jubbulpore. The course of instruction in the Persian schools was chiefly of an elementary character. In those of Hindi it was confined to writing and accounts, and to the reading of a few Hindi, Marathi, or Sanskrit works.

Seoni.

The number of schools found in this district was 79, containing 457 pupils.

In the five Arabic schools nothing but the "Koran" was studied. In Persian schools, the books taught were chiefly of an elementary character, save in one at Seoni, where higher books were in use. In Sanskrit schools, all the teachers save one were Brahmans, and religious instruction was imparted gratuitously. In Hindi schools, the instruction in all save one was confined to arithmetic. In Marathi schools, the teachers all received a fixed pay and were supported by the malguzars of the villages.

Narsingpore.

The books read and the subjects studied throughout this district indicated that the standard of instruction was very low. The population of the district was 254,486, and the number of pupils in all the schools 230; the proportion of males under instruction to those of a school-going age was consequently 1·08 per cent.

The above gives the official report of the state of indigenous schools in former times. The unofficial accounts and my own knowledge in regard to these institutions are that the Persian schools afforded instruction in Persian literature to almost all the Muhammadans and certain classes of Hindus, such as Kaysth, &c. These schools were indirectly a means of improving the students' proficiency in the Urdu language side by side with the Persian. Methods of composition and style were also taught to the students by giving them subjects to write upon, by which their acquirements were made substantially and practically useful to them. Elementary books, containing moral lessons in prose and poetry, and written by authors of established reputation, were taught to beginners. No attention was paid to arithmetic. In Hindi schools the endeavour was mostly confined to the acquisition of the degree of proficiency which might enable the students to put in writing, in Nágri character, the words just as they fall from the mouth. The mode of writing letters, &c., was also taught in them. These schools paid a considerable amount of care to the tuition of arithmetic and accounts. This, however, was not done in a regular way by setting fixed lessons from a book, but by means of certain arithmetical tables and various practical rules or formulæ known by the name of "Gur," which were all learnt by heart by the students, with the object of enabling themselves to settle mercantile and other daily-life accounts verbally, and without the help of pen and paper. This plan has not been viewed by critics with favour, but if this mode of teaching was intended to make the learner an adept in the higher portions of arithmetic, the remarks made against it were just and right. But considering that it only meant to qualify persons for petty commercial dealings, I do not think any other mode of instruction would better serve that purpose. We cannot but admit that the son of a petty shopkeeper will tell the amount of interest due for a certain period on a certain sum of money, and the price at which various quantities of the articles he buys or sells, with wonderful quickness and without the slightest error. This, to a student of a Government school who has received a regular instruction, would take some time to work out with his slate and pencil. In this matter the remarks made by the Government of India in the 14th paragraph of the Resolution seem cogent and demand serious attention. The Arabic and Sanskrit schools are very few, and as they teach the highest branches of literature and philosophy, they need no mention here.

The indigenous schools now existing have, however, adopted, to a certain extent, the curriculum followed in the Government schools. As already stated, the modern system of printed primers and slate arithmetic has interfered with the usefulness of the old "pathshala," and deprived it of those distinctive features for which it was so much prized before. The discipline is perhaps somewhat improper; but as the attendance of the pupils is regulated by the economic wants of their parents, strict discipline cannot be maintained in all cases. The fees vary in different places; small money payments are made according to the circumstances of the parents of the boys, varying from half an anna to one rupee; payments in kind are also given.

The masters of indigenous schools are not limited to any particular class, but most of them

come from the ranks of Brahmans and Kaysths, as Table E. will show. The teachers are all men of moderate attainments, and it is therefore necessary to give them proper training in order to adapt them to the requirements of the modern system. I am not aware whether there is any arrangement for the training of "gurus." I think there is none. In the Normal schools at Nagpur, Jubbulpur, Raipur, and Sambalpur, the masters for Government schools are trained. There ought to be guru-training schools in each important district, if not in all; and a liberal inducement should be held out to those who may wish to come in for it.

I have, in my answer to question 2, explained the circumstances under which indigenous schools can be turned to good account and their number gradually increased as part of a system of nation education, and the method which may be adopted for this purpose. As far as I am aware, the masters are generally willing to accept State aid and to conform to the rules under which such aid is given. But, as I have already said, there should not be too much interference with the working of these schools.

The amount of Government aid at present given to indigenous schools on the system of payment by results is insufficient. Each school receives from Government on the average R53 a year. This includes the large popular schools at district head-quarters[1] and at a few other places, which, on account of popularity and good work, are attended by a larger number of pupils and earn a large amount of grant every year. Leaving these good schools out of account, the average earnings would appear to be insufficient. In my opinion some fixed aid according to the number of pupils attending should be given. This should not be less than five rupees per mensem. Proper pay will secure a proper class of men for the task of national education. At present the "gurus," with the exceptions noted, are hardly better off than mere "coolies," and so long as this state of things will continue, national education will continue to be unsound.

If it is thought advisable to retain the present system of payment by results, the rules on the subject should be made more liberal, so that a larger amount of grant can be earned. But in the case of new schools, it would be necessary to help the teacher with some monthly payment for the first two or three years of the existence of the said institutions.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—The advantages of public school education are decidedly so superior to those of home instruction that it is superfluous for me to dwell upon them. Home instruction is kept up in some instances along with school instruction, but home instruction alone is not practicable for finishing the education of boys. There are great disadvantages in giving instruction at home. For instance, the charge for teaching is high; the female members in Native families are unable to help; the males, generally speaking, have not sufficient time for the purpose. Home instruction cannot therefore, in the present state of Native society, take the place of school instruction. Boys who have received a purely domestic instruction cannot compete on equal terms with boys educated at public schools.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—I am afraid the Government can depend very little on private effort for the supply of elementary instruction in rural tracts. If the supply of such instruction be regulated by the demand for the same, private aid can then be hoped for, which must have to be supplemented by substantial grants-in-aid. I have found that where the system of high and middle-class education has made greater progress, primary education has taken deeper and firmer root. I am, therefore, strongly against starving any class of schools for the supposed benefit of any other class.

The agencies which at present exist or can be looked to in these Provinces for promoting primary education are—(1) the landholders, or other well-to-do men of the village or town; (2) educated Natives, who combine and maintain schools at times; (3) private individuals who seek a living and establish schools with the aid of villagers; and (4) Missionary bodies. Primarily depending on Government for support, we might also have recourse to all classes of men, and make use of every variety of motive. We might appeal to private individuals, to public bodies, to patriotic feelings, to religious zeal, and to the desire of personal distinction.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—Funds assigned for primary education in rural districts may be advantageously administered by district committees or local boards. Each district committee will be responsible for the work done within its territorial limits, and there will generate a healthy spirit of emulation among the different committees. But under the district committee I would have a "panchayet" in the village where the school may be located, charged with the direct supervision of the village school, as at present. The district committee should exercise general control over primary schools,—that is to say, should see that the school registered is really maintained; that the aid given is applied to the purpose for which it is intended, should prescribe the course of instruction, and should hold an annual examination to test results of instruction. For further details see answer to question 32, paragraphs 4—6.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal funds, what security would you suggest against the possibility of Municipal committees failing to make sufficient provision?

Ans. 8.—I do not think that the Municipal committees are in a position to make substantial grants from their funds for the promotion of education. I would submit that it would not be a

[1] There are two schools in the Jubbulpore district which have earned a grant of R246 and R183 respectively.

good policy to compel them to do so. It is true that lately Municipal funds have been relieved of the police contribution; but if they be charged with the maintenance of dispensaries and hospitals, local public works, and also education, as proposed, the relief afforded will be nominal, and the legitimate work of Municipalities will not be furthered in any way. It would be simply diverting the police contribution to other purposes of which the State now bears the charge. It is notorious that the Municipalities cannot now attend to their primary duties connected with conservancy and sanitation for want of funds, and it would be a serious drawback to them if they were charged with the maintenance of schools. In the absence of proper sanitary arrangements, drainage, and water-supply, the health of the people, especially in the Native part of the town, is seriously suffering, and Municipal funds ought to be religiously applied to the conservation of health and life. Considerable improvement is at present needed, but cannot be effected for want of funds. Health and life first, education afterwards. The Municipal funds should provide for the first, and the general revenues for the second.

If it is thought desirable to charge the Municipalities for the expenses of elementary instruction in towns, I would compel the Municipal committees by standing orders to pay up in a lump annually in advance before the beginning of each year the fixed contribution to be determined by the head of the Education Department.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—In my answer to questions 2 and 4 I have explained my views on the supply and training of teachers for primary schools. In addition to the Normal schools in four districts, some special arrangements may be made for training of "gurus," where necessary. The instruction must be so imparted as to make the "guru" quite competent in his work according to the old "path-shálá" system. The present social status of the village schoolmaster is far from satisfactory. He has some status as being a man in the village who can read a "parwanah," a dakhila," or a notice, and can write out a lease, a "kabuliat," or a letter. He does exercise some beneficial influence as a reading or writing agent. If his education be extended, and his pay increased, it will give him some sense of self-respect. The training which has been proposed may enhance his usefulness, not only as a teacher, but as a member of society. Pay gives position to a man in India, and the pay of the "guru," for obvious reasons, ought to be raised. It should be made a rule that a "guru" of proved ability and efficiency will be deemed eligible to promotion to the higher vernacular schools, and thus his prospects and with it his status also will be improved. The "gurus" may also be associated with the "panchayet" for police, sanitary, and other purposes. It would be well if the sons or relatives of the patwaries or other educated villagers could be enlisted in taking up the duties of a "guru."

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—I have stated in my answer to question 2 what subjects should be included in the course of instruction in a primary school. In my opinion an agricultural and sanitary primer applicable to this country, also a collection of proverbs and moral pithy sayings on special and general subjects, would find favour and be exceedingly useful. It would also, I think, be very acceptable and useful if a book be compiled and included in the village school curriculum, containing forms and specimens of patta, kabuliat, deeds of loan and mortgage, receipts for money received, petitions to district officers, and similar other documents connected with the ordinary transactions of a peasant. It would not be out of place also to incorporate in the book a few of the salient points of the law regulating the relations between landlords and tenants, and the rights of the people as subjects of the State. Owing to ignorance of these matters, the present or other poor non-agriculturists are not unfrequently made a fool of by their more intelligent "malguzar" and "sowcar," and it also happens that they are oppressed by the latter; but as they do not know how to write out a petition and cannot afford to lay their grievances personally before the district officer, they shrink from applying to the authorities for redress. Industrial education, in important primary schools in rural towns, such as carpentry, ironsmiths' and tinsmiths' arts, bookbinding, dyeing, metal-work and the like, may also be usefully given. Practical education of this kind will make the schools useful and attractive; but it should be very cautiously introduced at such places only where it will be successful. As an initiative, a good industrial school for practical instruction of the kind noted, in the head-quarters of each or certain important distiricts, will decidedly be a boon to the country for the present.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people; and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular taught in the schools of this province is the dialect of the people, but in some nine districts, the vernacular taught, *i.e.*, Hindi, is not the language of the courts, and, therefore, the schools in these districts are decidedly less useful and popular. This anomaly was long pointed out, but the grievance of the people has as yet remained unredressed. As stated in my answer to question 1, the "Hitakarini" Sabha at this place, of which I was a member, memorialised the Government in the matter, but the measure has only been partially carried out. Instead of Urdu, Hindi should be the court language. Our primary Hindi schools will unquestionably be very popular if Hindi is recognised as the language of the courts in the nine districts. It is a most awkward arrangement to teach people Hindi and to have Urdu in our courts and public offices. I would not make my answer lengthy by writing more on this subject: but would only refer the Honourable the President of the Commission to the memorial I refer to, which was published in the *Central Provinces Gazette* of 8th June 1872. This will give him the views of the people on the subject. In a province like Behar

where Persian and Urdu were in use from a long time and had taken a deep root, Hindi has lately been introduced. In certain districts of this province, Hindi is the court language; and I do not see why Hindi should not be introduced in districts where Urdu is now used as the language of the courts and offices. It is a most urgent reform which should be carried out without delay, and I respectfully submit the question to the favourable consideration of the Commission. The work of education will never be popular unless the anomaly pointed out is removed.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—Payment by results is not, in my opinion, suitable to an extremely backward population, such as this province is. My experience here is decisive on that point. Fixed pay is necessary to ensure a body of well-trained men for the work of education. Payment by results may foster emulation and may well supplement the system of fixed pay; but as it is uncertain in its operation, it is necessarily inadequate as a prime agent.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—The fees in primary schools should be as low as possible. If possible, gratuitous education may be given to all those who cannot afford to pay for it. Payments in kind would also be suitable in most cases.

Ques. 14.—Will you favour the Commission with your views, first, how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—I have already stated that the sons and relatives of the patwaries should be trained and made to work as village "gurus," and where this is impracticable, other qualified persons of the higher castes in or near the village should be induced to do so. Foreigners should be avoided as far as possible. The "guru," being a resident of the village or of its neighbourhood, will make his fellow-villager co-operate in his work; village sympathy will thus be enlisted, and the work of education will thus improve. The village "panchayet," superintended by district boards, will be the best means of securing efficiency. In this manner the number of schools can be gradually increased. There will be increased expenditure on the part of the State. There are numbers of villages the inhabitants of which are too few or too poor to support a school; the children are thus often unable to enjoy the benefits of education, being at too great a distance from the school nearest to them.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—None that I know of.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—There is only one higher educational institution in the province, *viz.*, the "high school" at this place; instead of being closed it is absolutely necessary that it should be converted into a college. In my humble opinion, it would neither be wise nor proper for Government to withdraw from any higher educational institutions, for such a step will simply result in disastrous consequences.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) Normal schools?

Ans. 19.—It would be desirable if the grant-in-aid rules should be made more liberal than heretofore, to encourage exertion in the cause of education.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The middle classes generally, but boys of all classes, from the rich zamindar or mahajan to the petty tradesman and artisan, are to be found amongst the pupils in such schools. Professional men and Government employés almost invariably send their sons to these institutions. It often happens that rich men do not pay as much as they can afford for their sons' education; but the bulk of the boys are sons of poor or middle classes, and the existing rate of fees is probably sufficient for their circumstances. The rate in force in the high school at Jubbulpore is one rupee for the Entrance class, and two for the Arts class. In zilla schools four and eight annas are charged for lower and upper primary classes respectively.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—No.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—All educated men of good worth and character readily find remunerative employment. The exceptions are some "failed Entrance pupils" who are not also promising youths, but these are also provided for in some way or other.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies, and how far is this support likely to be permanent?

Ans. 30.—I know that Municipal support is at present given to several grant-in-aid Missionary schools in this province; grant-in-aid schools belonging to other bodies are very few, and aid is given to these also. I have already said that in my opinion Municipal funds ought to be relieved of the charge of education.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—The inspecting staff consists of divisional and circle inspectors and district inspectors, the former being three in number for the three circles into which the province is divided for educational purposes, and the latter one for each district. In three or four districts, I think, where the inspection work cannot be satisfactorily performed by a

single man, a sub or joint inspector has also been provided. The executive management of all primary or village schools has been placed in the hands of district officers, *i. e.*, Deputy Commissioners, Assistant Commissioners and tahsildars. The district inspector is under the sole orders of the district officer, to make constant tours in the district and to aid him in the work of supervision and management. There are also school committees, *i.e.*, the village "panchayet," to look after the affairs of each village school, but these "panchayets" have only been entrusted to seeing the attendance of pupils and of making formal visits to the schools. They have, therefore, no influence over the school or the teacher.

II. I feel very diffident in giving an opinion on such an important point, but I feel able to represent that if the existing system were, to some extent, reformed in the following manner, the efficiency and popularity of education, especially the vernacular education of the masses, will be considerably increased.

III. The plan, then, which I would venture to propose for the consideration of the Commission is that—

(1) The Inspector General of Education is to supervise and control the Department throughout the province as at present.

(2) He should be given an assistant to enable him to take up the work of inspection of all the middle-class schools as well as Normal schools in the province.

(3) The district and Municipal boards assisted by district officers for the present may be deemed the head of the vernacular instruction in each district, and the latter may be held to be in the same relation with the Inspector General of Education in this respect which in other matters he holds with the Commissioner.

The above arrangement is likely to dispense with the necessity of the circle inspector of schools.

(4) The post of district inspector, who rarely commands any influence or respect in the district, should be abolished altogether, and that of a separate Native assistant, on pay from R80 to R150, regulated according to the importance of each district, should be created for assisting the boards in this additional work, the work of vernacular education being made his sole duty; or, in other words, he should act as educational secretary or inspector.

(5) The local boards, assisted by the tahsildars, should be held strictly answerable for the educational work in their respective sub-divisions. They should be allowed a Native assistant or secretary on R40, to assist them in the inspection and other educational work of their respective sub-divisions.

(6) Each school should have a committee or the village "panchayet," as at present. These should be supervised by the local boards, and the latter by the district boards. The "panchayet" should be given some control over the management of the school; at present they have none, and the teacher is quite indifferent about them.

(7) In the village "panchayet" the teacher or "guru" should act as secretary and headman of each village as the "sar panch." In the tahsil committee, or the education section of local boards, the Native assistant may act as secretary, and any well-to-do and respectable man of the tahsil as president. At head-quarters the Native assistant should be secretary.

(8) A suitable distribution of work or a manual for the guidance of all concerned should be made out, and the educational machine of each district may be worked on the scheme therin prescribed.

IV. The proposed plan has the following advantages over the existing arrangements:—

(1) The Inspector General, with the aid of his assistant, will be able to know the exact state of all high and middle schools as well as Normal schools himself every year, and will be relieved of the heavy correspondence with the circle inspectors. His inspection work will be increased, but then he can judiciously distribute the work between him and his assistant. He will not have to look after the vernacular schools as at present.

(2) I have already said in my answer to question 2 that constant examinations are productive of no good. The present improvement of the primary schools is mainly due to the exertions and influence of district officers and tahsildars, and if such aid is regularly and properly given to the village panch and the boards, I have no doubt but that the work of education will vastly prosper and improve. The policy laid down in the Government Resolution dated 18th May 1882, on the scheme of local self-government, requires to be adopted by district authorities in co-operating with the agencies I have noted, who would be made to look after the educational needs of the country. In proposing, therefore, the abolition of the offices of circle and district inspectors, I have given due consideration to the foregoing facts. Reduction of staff where feasible, and increase where absolutely necessary.

(3) The proposal will not involve any additional expenditure; on the contrary, there may be some reduction, thus:—

				R
The present charge of inspection according to the educational report for 1880-81, *viz.*, the circle and district inspectors, which will be saved, is				79,763
Deduct—The charge for the Assistant to the Inspector general of Education, Central Provinces, at R500 per month				6,000
Deduct—The charge for the Native assistant for each district	5 at	R 150	R 750	24,840
	5 at	„ 120	„ 600	
	4 at	„ 100	„ 400	
	4 at	„ 80	„ 320	
	18		2,070	
50 Native assistants for each tahsil or local board at R40 per month each				24,000
1 Educational clerk on R40 each for 18 districts				8,640
TOTAL				63,480

The above is only a rough sketch; the distribution can be made in any other way most suitable.

(5). Even under the proposed plan, *i.e.*, the abolition of the circle and district inspectorships, there will be no lack of inspections,—*e.g.*, (1) the district officer will inspect; (2) the Assistant and Extra Assistant Commissioners; (3) tahsildars; (4) the Native assistants or secretaries of the district and local boards; (5) the members of local boards; and (6) the direct inspection and supervision of the village panch or the school committee: and all these will make their inspections with greater interest and responsibility than heretofore. Under the present arrangement, the

responsibility is divided, to a certain extent, between the district and educational officials. This will cease under the plan proposed. The whole burden of making public instruction popular throughout the district will rest on the district officer and the people.

(6) The whole management of these vernacular schools, such as the increase or reduction in the number of these schools, the selection of proper places for their establishment, the contribution and repairs of school-houses, the appointment and dismissal of teachers, the selection of the course of study in consultation with the Inspector General of Education, the adoption of proper measures for the inducement of those classes that show an apathy towards education, and so on, may rest with the committee, so that the members may take an interest in this important affair, and may feel that they have a substantial share in its management and control, and that their services can be really useful. I have always regarded the non-association of respectable Natives in the work of education as a great drawback and a great political mistake. I have always been of opinion that the system of public instruction cannot progress satisfactorily until Native gentlemen of respectable position and influence be made to co-operate in the work. The co-operation of a Native gentleman who commands the respect and possesses the confidence of the people, no matter whether he himself possesses any amount of learning and is capable of helping in educational matters, is calculated to bring the whole weight of his influence and popularity in favour of a scheme with which he himself is connected, and is therefore likely to bear good fruit.

(7) The Native assistants or secretaries to the local and district boards should make constant tours and inspect all the schools, and keep the interest of the village panch towards the schools in their respective charges alive. I feel convinced that these arrangements, if carried into effect, will place the educational system on a far better footing than it at present is, and will, at the same time, involve no additional cost to Government.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—I have already suggested that the village "panchayet" should be utilised for the supervision and management of village or primary schools; that the local boards control these institutions and keep the interest of the village committees alive; and that the district boards should have control of the general educational establishments in each district.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—I have already touched this question elsewhere. In a country like this, the State must have direct connection with education. The best statesmen, and with them myself, are strongly of opinion that Government should keep in their own hands collegiate and primary education, and leave secondary education to the operation of the grant-in-aid principles as far as may be possible.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The spirit of self-help is almost *nil* in this province, and the number of aided schools is also very small. People entirely depend on Government for education, and, as I have already said, the withdrawal of Government to any extent from the direct management of schools, there being no college in the province, would give a death-blow to the cause of education, and would lead to very sad results.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—A good deal has been done in the way of physical instruction in this province—thanks to the Education Department. Covered and open-air gymnasia have been constructed in most of our important zilla schools. Even the schools of many of the minor towns and important villages have gymnasia. Annual competitive exhibitions are also held in certain districts and prizes awarded, and every encouragement is given towards physical education. There is, therefore, no need to make any suggestions on the subject.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—There are ten aided and two unaided girls' schools in this province. Of the two aided I know personally, because I took an active part in their establishment. Both these institutions are doing well. In one of these there is a fourth class, and the girls are well up in their education. In all the schools the instruction is of a rudimentary character.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—Female education has made some progress under the fostering care of the Education Department. There are 62 schools in this province. A few of them are excellent. One, I know, is the best in the province. It has more than 100 pupils. The highest-class girls read the "Ramayana," the elements of physical science, geography and grammar perfectly well. They draw maps neatly, write difficult passages from dictation without making a single mistake, and are also well up in arithmetic, as well as in sewing, knitting, and in reciting passages from the "Ramayana" or "Mahábhárat." Visitors have pronounced that this school, even in England, would be a good girls' school.

I have taken a deep interest and laboured to some extent in the cause of female education in the Saugor district. In 1873, when I went there, the sadr station had only one school in a miserable state. During the past eight years the matter was constantly agitated and brought forward before the well-to-do people, with the result that five schools with more than 200 pupils now exist, and two of these were opened by private persons and are, supported from their own funds. The schools are however, filled with girls of the poorer classes mostly. Even with all these labours and this

progress I have not been able to secure the sympathy and favour of the upper and middle classes. There are, generally speaking, serious drawbacks to any marked success in female education; the social institutions and customs of the people are in the way of any great advance, and until a change is effected in them, it is hopeless to make female education a success. It is not wise to make any attempt to tamper with the customs of the country, for this will make the people rebel against it. I have always followed a policy of conciliation in the matter. I think it would only be prudent to leave this matter to the wishes of the people. No school may be opened unless there is a real wish for it. Our attention should be directed towards the education of the males, and when there would be some enlightenment in them, the time would then come to devote our resources and time towards female education. To teach the girls or wives of those who are themselves uneducated is simply to place them in an awkward position, and to engender among them a spirit in no way desirable for the peace and happiness of the family. Experience shows that it is simply a waste of money and labour to spend on girls' schools at places where the people are yet against it.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools, where boys and girls mix together for purposes of education, are unknown in this province; at least I am not aware of the existence of any such institution. Such schools are repugnant to Oriental ideas of modesty, decency and propriety, and under the best of circumstances I think they cannot but lead to serious evil.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—Female Normal schools are certainly the best for providing female teachers for girls' schools. But according to the customs of the country, respectable Hindu ladies canot be expected to leave the zenana and their husbands and undertake tutorial work. People are not at all in favour of the female Normal school which exists at this place. They consider it simply a waste of public money to retain an expensive establishment of a European lady on ₹200, and other establishment costing in the aggregate about ₹6,000 in a year, and such heavy expenditure for the sake of educating some 14 pupils, as the educational statistics show. The cost of educating each pupil was ₹394 during the year 1880-81. I am sorry I am obliged to take the side of the public. The charge is really high and with no beneficial results. The few pupils trained in the school are not of respectable family, and consequently when they come out as mistresses, they cannot command any influence, nor even secure any sympathy or favour of the people in their work; most of them cannot manage their schools properly, and the teachers of boys' schools have to be deputed to supervise their work. Again, some prove afterwards to be mistresses of doubtful character, and the great cause of female education thus sadly suffers. The customs, prejudices, and even the internal mode of living in the household should, I venture to submit, be first carefully studied, and then the present attempt would, I strongly hope, prove quite unsuitable, if not injurious. I have, both for my own purpose and curiosity, as well as for meeting the wishes of my superiors, gone through this matter most cautiously, and have spoken with the leading men of most of the well-to-do classes of the community, with whom I was intimately familiar, not as an official, because they would not speak out their mind, but as one of their friends and well-wishers, and they candidly expressed to me their just sentiments and feelings. They condemn *in toto* the present system of the Normal school teaching of females as quite repugnant to Native customs and feelings.

Most of the schools are filled with girls of the lower and poorer classes, and it is simply useless, if not injurious, for reasons noted above, to educate them. In the excepted schools which I have noted above, and which are popular, the teachers are respectable males of advanced age, and the institutions have therefore prospered. I would submit that it is yet time to put the system on some other suitable and sound basis, so that our girls' schools may be really useful and popular. Under the present state of Native society, I think if Government is at all inclined to keep up girls' schools, let them be taught by a respectable and aged pandit or a priest; we will then be in a position to enlist the sympathy and favour of the people, and the work of female education will, I have no doubt, be a successful and popular one. Proper pay will secure good men, and the work would also be gradually attractive.

Ques. 45.—Are the grants to girls' schools larger in amount and given on less onerous terms than those to boys' schools, and is the distinction sufficiently marked?

Ans. 45.—Yes. The grants to girls' schools are larger in amount and given on less onerous terms than those to boys' schools. The scale is double that fixed for boys' schools, and the distinction made is sufficiently marked.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—European ladies, especially those connected with the zenana missions, actuated by religious motives, take an active interest in the cause of female education in this country; but the people do not look with a favourable eye upon the religious element in their efforts. Their operations are confined to Jubbulpur and Nagpur only; and the number benefited by their labours is necessarily small.

Before concluding, I may be permitted to make the following representations.

(1) Regarding the advisability of imparting education on agricultural subjects, I need hardly add that India being emphatically an agricultural country, no subject has greater claims upon the attention of Government than the improvement of agriculture, upon which more than three-fourths of the people of India are dependent for their livelihood and maintenance. I respectfully present this important subject for the favourable consideration of the Commission, in the hope that our worthy and most honourable the President as well as the other members of the Commission will signalise their work by suggesting some farm foundation being laid of future improved agriculture. I would venture to suggest that a portion of the revenue may be properly directed towards the establishment of agricultural schools in selected

places, where primary but practical instruction may be imparted to the rising generations of cultivators through the medium of their respective vernaculars. I trust that the existing funds of the Education Department can be, with some requisite modifications, utilised for the accomplishment of the grand object in view. If the curriculum of the existing village schools be slightly altered so as to make room for agricultural education, by dispensing with some of the less important, because less practical, subjects, I believe that for the present at least a good beginning will have been made. The agricultural schools for practical instruction can be increased gradually as funds may permit.

The next subject which I am anxious to lay before the Commission, is that of the local industry of the country, which has fearfully declined. In regard to this I most submissively beg to add that the state of the industrial classes, such as weavers, dyers, and other artisans, and petty tradesmen, is very bad, owing to their want of energy, education, and enterprise. Schools of industry, on the principle of those most successfully opened in Bombay Presidency, will, therefore, be a great boon to them, if established at selected places in these provinces; and I beg to commend the plan to the favourable consideration of the Commission.

In conclusion I would most respectfully and submissively beg to offer my thanks to the most honourable the President of the Commission, and to our worthy Chairman of the Provincial Committee for these Provinces, for allowing a person of my poor ability and position to appear as a witness before the Commission, and to submit my feeble views and sentiments on such grave and important questions as that of education in India. I thought of declining the honour conferred on me, considering myself unworthy of the difficult task imposed on me; but being fully sanguine of the hope that any erroneous observations, faulty and immature judgments or suggestions, which I may venture to make in my answers, will most kindly be overlooked and excused, I have taken the liberty most respectfully to appear before the Commission with these answers, hoping to be pardoned for the intrusion. The delay in the submission of these answers has already been explained.

Cross-examination of Mr. Ambica Charan Banerji.

By the Rev. W. R. Blackett.

Q. 1.—In the two girls' schools of which you are the secretary, are the teachers men or women?

A. 1.—The teachers are women,—one a widow, the other a married woman, both of low caste; one a Lodi, the other a barber.

Q. 2.—How many girls are on the roll, up to what ages, and of what class chiefly?

A. 2.—About 30 on the rolls, and attendance 20 at one, and at the other about 25 and 15 in attendance. Their ages are from 6 or 7 to 11 or 12—very few of the latter ages. They are generally of the lower classes. Men of the middle class object altogether to the instruction of their girls.

Q. 3.—Is there no prejudice in this province against girls being taught by men?

A. 3.—Not if the man be over 35 or 40 and a priest or pandit. There is a prejudice against all female education, but such a man might be able to enlist the sympathy of Natives of position.

Q. 4.—Is there any general desire in the villages for agricultural education; or does the suggestion that such should be given arise from your own opinion?

A. 4.—From my own opinion.

By Mr. Browning.

Q. 1.—You remark that the existing system of education in the Central Provinces does not proceed in co-operation with the indigenous system, as the statistics in Tables A and B will show. Do you know that when the Educational Department for these provinces was first formed, Sir Richard Temple, who was then Chief Commissioner, issued a circular to all Commissioners, laying down certain rules for the establishment of schools and the conduct of educational work? In this circular Sir Richard Temple said:—

"It is not the design of the Officiating Chief Commissioner to supersede private education, or private exertion, but to establish model schools . . . and in order to establish such schools to utilise as far as possible the existing schools and schoolmasters."

And in the same circular, tahsildars were ordered to keep a register of all indigenous schools. Do you know this?

A. 1.—Yes.

Q. 2.—Again, in the review of education in 1862-63 the Chief Commissioner said—"The great need there is for fostering the indigenous schools and rendering them more worthy of popular support is strikingly illustrated by this return." And in order to foster indigenous schools, rules for grants-in-aid under the payment-by-result system were drawn up, translated, and circulated. Is it not so?

A. 2.—I have seen the circular, and it must have been circulated.

Q. 3.—Again, in book circular XLIV of 1866, certain rules were drawn up for the guidance of tahsildars, which directed that when any village desired to have a school, the tahsildar should call the villagers together, and explain the various ways aid may be obtained from Government, and if an indigenous school under Government inspection is desired, the grant-in-aid rules were "to be carefully explained." Do you know of these directions to tahsildars?

A. 3.—I have not read them, but the instructions have been issued.

Q. 4.—Do you know that it was long before indigenous schoolmasters would submit their schools for examination; that though registers were supplied gratis the teachers would not fill them up, and that Colonel Dods, the Director of Public Instruction, reported in 1866 that a number of schoolmasters in the Jubbulpore district who received grants in 1865, refused to receive them in 1866, and informed the inspector that "the parents of the children strongly objected to their taking any aid from Government; they seemed to dread it as the insertion of the thin edge of some mysterious wedge?"

A. 4.—I saw your last expression, but I do not remember the whole report.

Q. 5.—You know perhaps that there never was any village system of indigenous education in the Nagpur districts and the Chattisgarh division, and that, as remarked by Sir Richard Temple in his report for 1862-63, "more than half these provinces were without education at all, and that the remainder possessed an incomplete system only," and again, "it must be admitted that the people in these provinces are at present thoroughly uneducated. I suppose that in no part of British India could there be found a population lower or darker in this respect. There are no places of Native learning and no learned classes. There is not one indigenous school to 50 villages." Yet, notwithstanding this want of indigenous schools, such schools under the grant-in-aid system began to increase and improve. Thus in 1869-70 the late Major Twyford, Deputy Commissioner of Raipur, circulated the rules for aid to indigenous schools among the chief landlords and malguzars of his district, and from March 1869 to March 1870 indigenous schools rose from 8 to 185, and pupils from 299 to 3,902, and the grants given to indigenous schools quintupled in five years! Again, in 1880 the grant-in-aid rules were revised, grants were given to girls for sewing and embroidery, the revised rules were translated and circulated and sent with the *Central Provinces News*, which is circulated to all Government vernacular schools in the Central Provinces, and in 1882-83 the grants earned by 316 indigenous schools under the payment-by-result system amounted to R18,428, being an average of R58 per school against R56 to 275 schools in the previous year. Do not these facts show that the Educational Department and the local administration have done what they could to foster indigenous schools?

A. 5.—Unless fixed pay is given, the schools will not improve. The rules were only circulated to Government schoolmasters.

Q. 6.—You say the rules were only circulated to Government schoolmasters. Do you know that the Inspector General of Education keeps a register of indigenous schools represented as asking for aid, and that he sees that each such school has a copy of the rules?

A. 6.—I was not aware of that fact.

Q. 7.—Again, the returns for indigenous education in 1862-63 were 735 and not 835 as quoted by you. They were in that year for the

Northern Circle . . .	525
Southern Circle . . .	210
Eastern Circle . . .	...
TOTAL .	735

You quote from paragraph 30, page 6 of the Chief Commissioner's review of the Report for 1864-65, in which, apparently inadvertently, 835 was printed or written for 735. Are not the returns of the Inspector General for 1862-63 printed at the close of 1863 more likely to be correct than a quotation by the Chief Commissioner just two years after the Inspector General's returns were submitted?

A. 7.—This may be true, but I have quoted from the review of the Chief Commissioner and have given the details in the margin.

Q. 8.—But you say that the estimated number of indigenous schools, whether taken at 735 or 835, is too small. Do you know that the Inspector of Schools, Northern Circle, wrote to the Director of Public Instruction in 1862-63, and said with reference to these returns that he thought they were over-estimated? For instance, in Seoni 128 schools were returned with only 527 pupils, or about five per school. And again the inspector says, "No true comparison can be made with the returns for last year, as they appear in too many instances to be untrustworthy." Colonel Dods, in reviewing the educational work of the year, says, "From general observation on a late tour in the northern districts, I had arrived at the same conclusion—the number both of schools and scholars were exaggerated." Also in paragraph 25 of the same report the Inspector General of Education regrets that he cannot furnish an accurate return of all the indigenous schools in the Central Provinces. Also the Inspector of Schools, in his No. 1450 of the 20th November 1863, wrote:—

"The indigenous school returns are, I am afraid, untrustworthy. When at Seoni I found that no proper list of these schools had been kept by the district inspector. A father teaching his child, a banya his assistant, a shopkeeper or a dâk Babu his subordinate (all these are actual facts) have been considered as so many indigenous schools. In my report to the Deputy Commissioner I pointed out this practice, and suggested that an attendance of less than three pupils could scarcely be considered as forming a school. The indigenous school returns, it was said, are now being weeded. When this work is completed, truthful statistical statements will be obtainable."

Do you not think the opinion of the Director of Public Instruction and the Inspector of Schools, formed after a prolonged tour in the Saugor and Narbuda territories, and after a personal inspection of records and schools, is of more weight than your opinion that the indigenous schools were underestimated—an opinion formed not from personal experience, but from a mere statement made by I know not whom, that people disliked inquiries into their domestic life,—and is more likely to be correct?

A. 8.—It is stated in one of the reports that I saw that people disliked inquiries into their domestic life, and I see that in the North-Western Provinces similar objections were raised.

Q. 9.—Again, in the Educational Report for 1864-65 the Officating Director of Public Instruction wrote to the Chief Commissioner and gave the following statistics for indigenous schools:—

	Schools at close of April 1863.	Schools at close of April 1864.	Number of scholars at close of April 1863.	Number of scholars at close of April 1864.
Northern Circle .	504	333[1]	4,854	3,412
Southern Circle .	No returns	35	No returns	839
Eastern Circle .	No returns	38	No returns	189

[1] Of a total decrease of 171 schools, 87 appear in Seoni, and 85 in the Hoshangabad returns.

The Director of Public Instruction also said:—

"The returns of indigenous schools in the northern circle have decreased from 504 to 333, and the number of students from 4,854 to 3,412. . . . The greatest nominal decrease has taken place in Seoni and Hoshangabad. In Seoni the decrease is purely imaginary. The late zilla inspector of schools had made an entry in his list of indigenous schools, whenever he found a father teaching his children, or the head of an office instructing his subordinates. With regard to Hoshangabad I would observe that the great decrease has occurred during the last month of the financial year. . . . As the Government schools

increase in number, it must be expected that some of the indigenous schools will disappear, unless measures are taken to foster them. Such measures have been taken, and if the grant-in-aid system recently introduced be intelligently worked, I have no doubt that next year's returns will show that many new schools have been established. At the same time the educational standard of all who accept of the terms on which grants-in-aid are offered, will be materially raised."

The Chief Commissioner accepted the statement that the number of indigenous schools had been exaggerated; indeed, from whence the returns were obtained for the southern circle in 1862-63 I could not learn in 1864, and I certainly do not know now. From all this do you not think that the indigenous school returns were originally exaggerated, and that from the very first indigenous schools received the attention of the local administration?

A. 9.—No, I certainly think not; in the Seoni district 79 schools are noted in the statistics for 1846, and full details of these are given.

Q. 10.—In Table A. you give 282 as the number of indigenous schools supposed to exist in 1846 in five districts of the Central Provinces. But your Table D. shows that 279 indigenous schools existed. You have therefore added two schools in Seoni, and one in Saugor which was not an indigenous school, but a school established through the benevolent exertions of English gentlemen, and in which English was taught. Is not this the case?

A. 10.—There might be a mistake in copying with reference to Seoni; the difference is only two schools. With regard to Saugor I do not recollect how the difference arose.

Q. 11.—Also in the same Table A. you have frequently included the primary departments of aided mission schools, as for instance in 1869-70 you have included the primary mission schools of Jubbulpur, Nagpur, and Raipur, and so for other years. Is not this the case?

A. 11.—This may be the case, as it was with great difficulty I could prepare the statistics from the educational returns, as I was not accustomed to their classification.

Q. 12.—You have also included in the same table the schools established in Raipur, Bhandara, Sambalpur, and Balaghat, and certain zamindari schools which are not really indigenous schools, but are schools established by the exertions of Colonel Newmarch, Colonel Cumberlege, and the late Major Twyford. In Sambalpur the schools all received fixed grants, the cultivators subscribing according to their means; in the other districts the schools were paid by results, the cultivating classes paying subscriptions that were practically fixed by the Deputy Commissioners. When in Sambalpur and in Bhandara the subscriptions ceased to be collected in a semi-authoritative manner with the Government kists or instalments of land revenue, all these schools collapsed. Is it not so?

A. 12.—I have touched on this point in my answer 2. I said the falling off in indigenous schools in Sambalpur must be due to want of local support as noted, but the institutions also appear to have received a certain amount of discouragement from the change of officers.

Q. 13.—Should not your table, then, be headed not "Indigenous schools," but "Primary aided and unaided schools"?

A. 13.—Yes; I have explained this.

Q. 14.—If it should be so headed, do you know that it is incorrect? Thus the following corrections should be made in each year specified:—

1868-69.	Damoh	10 schools omitted.
	Bilaspur	10 " "
1870-71.	Balaghat	9 " "
	Upper Godavari	1 school added.
1871-72.	Mandla	13 schools too many.
	Jubbulpore	1 school too few.
1872-73.	Nagpur	8 schools too many.
	Jubbulpore	3 " too few.
	Mandla	11 " too many.
	Chanda	10 " "
	Bhandara	1 school too few.
1873-74.	Nagpur	4 schools "
	Jubbulpore	3 " "
	Hoshangabad	1 school "
	Chhindwara	1 " "
	Bilaspur	16 schools "
	Bhandara	1 school "
1874-75.	Nagpur	4 schools "
	Jubbulpore	9 " "
	Hoshangabad	1 school "
1875-76.	Nagpur	4 schools "
	Jubbulpore	9 " "
	Hoshangabad	1 school "
	Chanda	1 " "
1876-77.	Nagpur	5 schools "
	Jubbulpore	9 " "
	Hoshangabad	1 school "
	Chhindwara	1 " "
	Chanda	2 schools too many.
1877-78.	Nagpur	5 " too few.
	Jubbulpore	8 " "
	Hoshangabad	1 school "
	Raipur	10 schools "
	Sambalpur	2 " "
1878-79.	Nagpur	3 " "
	Jubbulpore	9 " "
	Saugor	7 " too many (adult schools omitted).
	Hoshangabad	1 school too few.
	Raipur	19 schools "
	Sambalpur	8 " too many.
	Bhandara	3 " "
	Betul	3 " too few.
1879-80.	Nagpur	11 " omitted.
	Jubbulpore	5 " "
	Hoshangabad	1 school "
	Nimar	1 " "
1880-81.	Nagpur	11 schools "
	Jubbulpore	5 " "
	Hoshangabad	1 school "

The general result of these additions and omissions has been to increase the private schools up to 1,873 and to depress the number from 1,873 to 1,882. Is not this the case?

A. 14.—Yes; it may be so.

Q. 15.—At the close of 1880-81 there were not 428 primary aided and unaided schools, but 445 for boys, besides 19 for girls (omitting two night schools), and these schools contained 21,511 scholars. At the commencement of the period, namely, in 1862-63, assuming the statistics quoted by you to be correct (really they were grossly exaggerated), there were only 7,988 scholars. So in private aided and unaided schools, scholars trebled. If we accept the statistics of 1864-65, which are fairly correct, then scholars in private primary schools including 10 zamindari schools have since that time quadrupled. How does this bear out your charge of the neglect of indigenous schools?

A. 15.—I think the number of schools ought to increase irrespective of the number of scholars.

Q. 16.—Again, in your foot-note you say that in 1846, 251 indigenous schools existed in Saugor, Jubbulpore and Seoni, but that now only 54 exist. Do you not know that under the orders of the Government of India no schools are now entered in the

educational returns which the Department does not inspect and, if possible, aid?

A. 16.—I do not know this.

Q. 17.—Also most of the schools quoted by you in Table C. were simply religious schools, in which Persian, Arabic, and Sanskrit were taught. No less than 135 schools in the three districts named were taught gratuitously; this only leaves 113 schools in the districts named whose masters were paid. There were, at the close of 1880-81, in these three districts of Saugor, Seoni, and Jubbulpore, not 54 private primary schools, but 61 private recognised schools containing 3,041 students. The whole of the schools, whether charitable or otherwise, contained in 1846 only 2,058 scholars. These figures quoted by you, then, do not seem to show any general neglect of private schools. Is not this the case?

A. 17. No; I do not think so.

Q. 18.—In 1846 the schools are returned as only containing nine scholars a-piece. Is it not likely that many of the so-called schools were simply the private pupils of persons not paid as teachers?

A. 18.—This may be so.

Q. 19.—You say that the progress of indigenous schools has been checked by the establishment of Government schools, but do you think that the schools mentioned by you in Table C. can in any sense be termed public schools for general education, seeing that nearly half the scholars were Brahmins, Muhammadans and Kayeths, the children of castes of which there are few representatives in the Central Provinces as compared with the cultivating and other classes?

A. 19.—I think they may be termed public schools, because in those days most of the lower orders did not appreciate education, nor indeed do they now. The large number of boys in schools is caused by the influence of the district authorities. If they cease to exert their influence most of these schools would be closed.

Q. 20.—Do you know that it is to the interest of zilla inspectors to take cognisance of indigenous schools? For these schools are almost always situated in the larger towns and villages, often near head-quarters, and zilla inspectors before they can draw travelling allowance must see a certain number of schools in each month, and the inspection of aided schools counts towards the total number of inspections required?

A. 20.—Yes; it may be to their interest, but they have not acted on the orders they have received.

Q. 21.—Do you know that in one case the Inspector General of Education has had some difficulty in preventing private pupils being entered as primary indigenous schools? I found in one district that the zilla inspector, instead of inspecting village schools situated at long distances apart, found it easier to enter in his diary small assemblages of private pupils, say four or five, and called them schools, so that he might draw travelling allowance. Seeing this is the case, the absence of such schools as are mentioned in your Table C. from the returns does not imply their non-existence, but simply that the Department only recognise and aid *bonâ fide* indigenous schools. Is this so?

A. 21.—It may be so.

Q. 22.—Do you know that the opinion quoted by you in answer to question 2 does not refer to indigenous schools, but to schools established through the persuasion of the late Major Twyford in Raipur, and that all the schools would at once collapse if they were not strongly supported by the district officers?

A. 22.—Yes, but I quoted the remarks as they were termed indigenous schools.

Q. 23.—Do you know that before 1878 there was an especial officer to inspect indigenous schools? These schools were not under the circle inspector, and undoubtedly then, when a good master was wanted, it was too frequently the custom to take him from an aided private school and to appoint him to a village school. But this unfairness ceased from 1878, or four years ago,—from the time, in fact, that the assistant inspector was discontinued, and the indigenous schools were all placed under circle inspectors.

A. 23.—I think inspectors are not so responsible for indigenous schools as they are for Government schools, so I think the unfairness still goes on.

Q. 24.—The best indigenous schools seen by you, especially the two which you particularly mention, all receive aid, do they not?

A. 24.—Yes.

Q. 25.—Have you ever known any indigenous masters desirous of receiving aid, and who kept a register of attendance, fail to receive aid?

A. 25.—No; but them asters generally complain to me about the strictness of the examination and the indifference in visiting.

Q. 26.—Do you know that, in all towns nearly, indigenous schools are visited at least monthly by schoolmasters of Government schools?

A. 26.—This may be so now, but I have seen school minute books in which extra visits were not recorded, and I called the attention of Mr. Carnduff to this fact, and he visited one of the best schools in the Saugor district, and he found the school had not been visited, except to examine, for a long time.

Q. 27.—Have you noted that Table C. shows how ephemeral were many of the indigenous schools, no less than 103, or nearly half, had not been one year in existence?

A. 27.—Yes.

Q. 28.—Do our grant-in-aid rules tend to render indigenous schools less ephemeral, and do they improve the teaching?

A. 28.—They do improve the teaching; regarding the first part of the question I cannot say.

Q. 29.—Do you know, with reference to your scheme given in answer to question 32, that it would at present be impossible for two men to see all the middle Government and aided schools even once a year?

A. 29.—This can be judged by yourself (I only made a rough sketch) by a reference to the number of inspections made by the present inspectors, notedly by Mr. Carnduff.

Q. 30.—It does not take so long a time to inspect a primary school as a middle English school—is not this the case?

A. 30.—Yes.

Q. 31.—Are not the senior Native assistants that you propose to appoint simply zilla inspectors on higher pay?

A. 31.—Yes.

Q. 32.—You say that zilla inspectors rarely command any respect in a district. But is it not a fact that some of our best extra Assistant Commissioners, tahsildars, clerks of the court, have been zilla inspectors of schools, and that last year the very highest commendation was given by Deputy Commissioners to some of the zilla inspectors?

A. 32.—This may be so on account of their good work as zilla inspectors, but the progress of schools is solely due to the influence of tahsildars and district officers.

Q. 33.—What influence would your proposed "Native assistants" have that is not possessed by our present zilla inspectors?

A. 33.—They would be members and secretaries of local district boards, and they would act as agents of these boards. They would represent them.

Q. 34.—Are our present zilla inspectors most carefully selected, and do they usually in a few years receive promotion in other departments?

A. 34.—Yes.

Q. 35.—Do you know, with reference to your answer 4, that if monthly payments were made to indigenous masters for the first two or three years of the existence of their schools, irrespective of the results achieved by them, they would simply do nothing except draw their pay, and that with our present limited inspecting staff their idleness could not be detected until public money had been wasted?

A. 35.—No; they would not do so. I have made proposals on this point, see answer 32, clauses 4 and 5.

Q. 36.—That is, you would not give fixed payments unless some such scheme as you suggest were adopted?

A. 36.—Yes.

Q. 37.—If a malguzar or any respectable man opened a school and gave the master a small stipend, the school would be admitted to aid under the result rules. Is this not the case?

A. 37.—Yes.

Q. 38.—With reference to your answer to question 11, have you seen the circular of the Judical Commissioner of 1881, No. E-11, which directs that

Jubbulpore, Sangor, Damoh, Seoni, Mandla, Hoshangabad, Betul, Narsingpur, Chhindwara.

"In the districts marginally noted—

(1) All persons who shall so desire shall be allowed to present their petitions in the Nágri character and in the Hindi language.

(2) All copies and translations of decrees, orders, judgments and other proceedings shall be given in the Hindi language and the Nágri character, unless the applicant shall expressly desire them to be given in Urdu.

(3) No person shall be appointed hereafter to any office in the Judicial Department unless he can read and write Nágri fluently. Deputy Commissioners will provide for the carrying out of these instructions by seeing that a sufficient number of petition-writers and copyists in the district and tahsil offices are able to read and write Nágri with facility.

The subject will be specially noticed by Deputy Commissioners in their annual judicial reports, so as to show how far the use of the Nágri character, hereby conceded, is enjoyed and welcomed by the people."

Has not, then, the reform you desire been already carried out?

A. 38.—The orders have not been fully carried out as regards appointments and as regards copies of judgments, decrees, orders, &c. The new circular of 1881 is substantially a repetition of the former circular of the 18th September 1870: what is wanted is the introduction of Hindi entirely in the record offices, as in the case of Bilaspur.

Q. 39.—You say that the village panchayat should be utilised for the supervision and management of primary schools. Do you know that in the Central Provinces there are only 157,023 men who can read and write, and that 49,464 of them live in towns, and that some 4,213 are Christians, many being Europeans? This would leave only about 100,000 persons able to read and write to be distributed amongst the 34,564 villages of the Central Provinces. When such is the state of general education in these provinces, do you think that the time is yet come when the village school committees can be, generally, safely entrusted with greater powers than they at present possess?

A. 39.—I think they might be so entrusted, as I have proposed that a Native assistant should be appointed to help them; without his appointment I recommend no change.

Q. 40.—You say regarding the collapse of primary schools in Sambalpur that "the Sambalpur schools appear to have received a certain amount of discouragement by the change of district officers." Do you know that a thorough investigation as to the cause of the discontinuance of the schools was made by the Commissioner of the division, and others, and that it was undoubtedly proved that nothing but a direct order to realise the subscriptions with the Government revenue demand would have maintained the schools (see Administration Report for 1876-77 and Education report for the same year)?

A. 40.—Yes; but when the schools were started the district officer reported that with due assistance from Government, he saw no end to the spread of education.

Q. 46.—Then you think orders should have been issued to realise the subscriptions, or should any other course have been pursued?

A. 41.—Some other course might have been pursued.

Q. 42.—Do you mean in your answer 9 that the "guru" should be promoted to Government vernacular schools?

A. 42.—Yes.

Q. 43.—Would this bring about the change that used to occur in Raipur, namely, the appointment of good private teachers to Government schools to the detriment of private schools?

A. 43.—There is a fear that this would be the case; some other plan should also be thought of.

Q. 44.—With reference to your answer 42, do you know that the girls' school you hold up as an example is now managed by a married couple sent out from the Normal school.

A. 44.—Yes; but it was originally started by a pandit, and was in a measure managed by the head master of the town school, who takes a great interest in the school, and, in conjunction with the tahsildar, enlists the sympathy of the people for it.

Q. 45.—Do you know that two of our best schools, one at Bhandara and one at Garhakotah, are managed entirely by women?

A. 45.—I know the school at Garhakotah, and I would not class that school as excellent; there is the same fault as in other schools. I know nothing of other schools.

Evidence of Mr. Koilas Chandra Dutta, M. A., *Professor of Sanskrit College and High School, Jubbulpore.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—My experience has been gained principally in these provinces, where in the Jubbulpore college and high school I have held the post of Sanskrit Professor for about ten years. I had also an opportunity of gaining some experience of Bengal, where for some time I was head master of a high school. I may also mention that, being a member of the managing committee of the city aided school, Jubbulpore, I have had several occasions of forming an opinion on the subject of primary and secondary education. As regards the general question of education for all parts of India, I do not pretend to possess much experience.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—I believe that the system of primary education in these Provinces has been placed on a sound basis. In fact since the formation of the Education Department here its efforts were almost wholly directed towards the establishment of this system. Mr. A. P. Howell in his notes of education, speaking of these provinces and of Oudh, has admitted that the Departments of Public Instruction in these two provinces have fairly worked in accordance with the spirit of the Despatch of 1854. Though enough has been done in this direction, and though ample provision under the present circumstances has been made, I believe the system is suited for indefinite extension under new circumstances that may arise in future. The cost of the primary schools is met from the educational cess imposed upon the gross land revenue. The settlement of these provinces being only for a term of years, the land revenue is capable of indefinite expansion, for the extension of the railway system and other circumstances are continually causing material advance in the value of the land. So with the increase of the land revenue the amount of the cess shall also increase. The Education Department with its hands thus strengthened by this development of the resources, will be easily able further to carry on the extension of primary education with the growing wants of the people. I believe, however, that ample provision has already been made. As to improvements in the course of instruction, my views will be given in answer to question 7.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—In the Central Provinces it cannot be said that primary instruction is sought for by the people in general. The Maratha Brahmins and the Lalas in general attach some importance to the education of their children. The Banias or petty shopkeepers (especially those that are Jains) as well as the agricultural people hold aloof from it. The Banias consider that the sort of instruction given in the schools is unnecessary and unsuited to their purpose. What they care for is writing (does not matter whether correct or incorrect) and arithmetic, in which they rather require a thorough grounding. They attach much importance to mental arithmetic and bazar accounts, *i. e.*, the Native method of solving arithmetical problems taught in indigenous schools. As for the agricultural classes, they are extremely poor, and therefore they cannot afford to spare the labour of even young children. Children of very tender age are often employed in tending their cattle, guarding the crops, and in multifarious other little works suited to their capacity. The labour of the children is specially valuable to them at the weeding and reaping season. No classes of the people are, I believe, excluded from primary instruction. Even Dhers and Chamars are freely admitted in these schools, though not without some opposition on the part of the higher classes.

The attitude of the influential classes towards the extension of elementary knowledge to every class of society is far from being friendly. In my intercourse with these people I have had sometimes sufficient opportunities to gauge their feelings. They consider that the son of an agriculturist, if kept in a school for three or four years, becomes afterwards totally unfit for out-door labour. Sometimes it happens, they say, that a shining and clever lad of a farmer is selected for the Normal school, where having completed his education, when he returns to the village as a schoolmaster, the first thing he has to do is relinquish his paternal holding and to depend solely upon the pittance he gets by teaching. But they forget that often such a farmer is their tenant-at-will, and consequently in no better position than an ordinary day labourer. To him such a pittance, as they call it, is worth more than what he can get by being a bond-slave to them for his whole life. Moreover, they said that the mode of living of that schoolmaster is suddenly changed. He requires a dress finer and more respectable than what his father wore. Consequently, on the whole he is worse off than a fellow-villager of his who chooses to remain ignorant, and therefore adheres to his primitive mode of living. In discussing this question the influential classes often depict its

black side. They cannot realise to themselves the advantages of an educated tenantry. With the spread of knowledge the peasants would get a glimpse of their legal rights, and therefore this state of things they cannot look on with complacency.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—I can only partially answer this question. Indigenous schools, I have reason to believe, are numerous in the eastern districts of these Provinces. More or less they exist in other districts also. There are a few in the Jubbulpore city, and I have some experience of them. These schools teach reading, writing, and arithmetic. Mental arithmetic in some of these is much attended to. The teachers in these schools have a hearty aversion to such subjects as geography and history, because they themselves know nothing about them. Their qualifications are generally very meagre, except in arithmetic, which they know tolerably well in their own way. The discipline in these schools is very lax. The teacher sometimes enjoys the pleasure of chit-chat, while the little boys under his charge do all sorts of mischief. Sometimes the boys help themselves in the best way they can. The teacher generally teaches half a dozen of the more advanced students, devolving on them the duty of looking after the younger boys. The office is sometimes hereditary. In these Provinces the system of payment by results has been introduced, and I think with beneficial results. I think that is the best way of improving them. I would have a promise of special aid made to the teachers of such schools for teaching those subjects for which they have a natural aversion in consequence of their ignorance.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal funds, what security would you suggest against the possibility of Municipal committees failing to make sufficient provision?

Ans. 8.—I consider that Municipalities ought to pay the entire cost of primary education within their territorial limits. The richer Municipalities should also pay a part of the cost of middle education within their limits. The question as to which of them should pay this cost for middle education should be decided by the local Government. The Director of Public Instruction should annually make an estimate of the amount which he would want a particular Municipality to contribute. But in case of their objecting to pay the same, the matter should be referred to the local Government, with whom the final decision of the question should rest. In my opinion the cost of educating European and Eurasian boys should not form a charge against Municipal funds, but it ought to be met entirely from the State funds.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—I can answer the first part of this question. There are in these Provinces three Normal schools for the purpose of training teachers for primary schools. The course of instruction in these schools is for one year only. In my opinion it ought to be at least for two years. The standard of examination as well as the minimum pass-marks should also be raised. A man who gets somehow through the examinations by obtaining the mere pass-marks in a subject cannot but make an indifferent teacher of that subject. Sometimes it happens that a schoolmaster who had been fully trained in a Normal school, and who had got a certificate therefrom, is found after three or four years of teaching to have forgotten everything, and therefore it becomes necessary to send him again to a Normal school to go a second time through the same drilling. I believe that much of the so-called art of teaching depends upon the complete mastery of the subject one is required to teach. In my opinion a man who knows a subject sufficiently well, and who has himself gone through a regular course of training in a school, can in nine cases out of ten make a good teacher. I would also teach only a few absolutely required subjects to the Normal school men for the present, rather than a smattering of many things, however useful they are. When the existing crying want of teachers for the primary schools is satisfied, I would gradually increase the subjects in the Normal school, and through the men turned therefrom, in the primary schools also.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—There ought not to be any hard-and-fast rule about uniformity in the subjects of instruction in all the primary schools. In schools that are principally attended by the boys of the agricultural classes, the subjects should be limited to reading, writing, and bazar accounts. In some advanced schools the geography of the province and of India and a general knowledge of the geography of the world may be taught in addition to the above subjects. In some cases something of mensuration, the form of bonds and other documents used in courts of law, a little book on the laws of health, as well as a primer on agriculture, may also be introduced with advantage.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) Normal schools?

Ans. 19.—A sufficient number of the people of a particular locality must be well educated before any extension of schools on the grant-in-aid system can be expected. Only those men who understand the advantage of education are expected to take the lead in schemes for the education of the people. If we look to Bengal, where a wonderful development of schools on this system has taken place, the truth of this assertion will be evident. Secretaries and managers of such schools generally belong to the educated class. In these Provinces that invariable condition of such extension is wanting.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The majority of our boys who resort to English schools and colleges belong to the middle and lower classes. Considering what a middle class in India means, I believe that the amount of fees at present levied in the Jubbulpore college and high school is quite adequate. Generally speaking, the middle classes in India are not able to pay high fees for the education of their children. This in great way explains the popularity of some of the Missionary and aided colleges. It is to be remembered that in India a man has often to educate not only his two or three sons, but half a dozen or so of his nephews and other relatives also. The cursed joint-family system which unfortunately prevails almost all over India will explain this fact.

Among the wealthy families very few as a matter of fact send their sons to schools and colleges. It might be true that this small number do not pay adequtely for high education. But if for the sake of these few, the fee for high education be raised, the practical effect of that would be to estrange the sons of the struggling middle classes from the advantage of collegiate education. Then again, with the exclusion of the middle classes, the maintenance of a college for the benefit of a few of the monied classes only can scarcely be urged. The people here are so poor that many of the students depend entirely upon scholarships for defraying the cost of their education. Many of the non-scholars are but the sons and relatives of petty clerks or other ministerial officers on small pay under Government.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—A non-Government institution of the higher order can become influential and stable in direct competition with a similar Government institution upon one condition only, *viz.*, when the fee in the latter institution is unusually high. When the fee-rate at a Government college is so low that a Missionary or other institution cannot hope to meet the cost with lower fees taken, then there can be no other institution but that of the Government. But if the demand for education be so great as not to provide sufficient accommodation for all, a non-Government institution even with the same rate of fees might become influential. So a non-Government institution can never become influential and stable when in direct competion with a similar one under Government on an equal ground. Let any Missionary body attempt to start a college at a moffussil station where there is a Government college with moderate fees, and then they will find how hard that task would be. It is not a fact, as it is often supposed to be, that people have an objection to send their sons to a Missionary college. The people know very well that with collegiate education their sons will be better able to fight the battle of life which is becoming harder year by year, and as all cannot afford to pay the higher fees at a Government institution, they send them to a Missionary college even at the risk of their conversion to Christianity.

They also believe that in consequence of the pressure of study in the college department, neither the Missionaries will have much time to insist upon the study of the Bible, nor the students much time to devote their attention to such studies. I know from my personal intercourse with many in Calcutta belonging to the middle classes, that that is their sole consolation when they take the hazardous step of sending their sons to a Missionary college. At Jubbulpore, also, I was told by an intelligent and influential member of the monied classes, who is a good Persian scholar, that he was prevented from receiving an English education on account of there being no Government institution at this place in his days. He also told me that many of the sons of mahajans that are now receiving an English education at the local city aided school and at the high school, would never have been sent to a Missionary school by their parents. Such is the strong feeling existing against Missionary institutions in general.

That a strong feeling against the Missionary institutions exists may be evident from the fact that out of 266 boys who passed the middle school examination in 1880, about 60 joined the Jubbulpore school, where for want of accommodation not only all the third class men, but some of the second class also, could not be admitted. I believe some 40 boys joined the Missionary and private institutions in these provinces in that year. The rest stayed where they were, rather than join a Missionary school, and studied another year to pass in a higher grade in order that they might qualify themselves for admission into the Jubbulpore high school. Since then, better accommodation having been provided, all boys who passed the middle-school examination are admitted into this school irrespective of their grade, and consequently the present number of boys studying in the preparatory entrance class is about 95.

In my opinion it is the Native colleges started at Calcutta by influential and public-spirited gentlemen that are alone likely to be influential and stable in course of time. If the Government policy be to withdraw gradually from the field of high education, the best thing it can do is to assist such institutions largely by grants-in-aid. The Metropolitan Institution, which receives no aid from Government, and where the staff is entirely Native, occupies the third place among the colleges in Bengal. I believe that with one or two European professors, this institution is likely to eclipse the Presidency as well as the General Assembly's Institution. That the Metropolitan occu-

pies the third place, is shown by the following table :—

	Number enrolled in				
	1876.	1877.	1878.	1879.	1880.
Presidency College . .	310	309	329	349	336
Government High Institution	118	219	338	296	361
Metropolitan Institution .	146	230	220	248	328

The best way in which the Government can aid Native colleges is to supply one or two European professors.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—I have said enough on this subject in answering the first question about the propriety of completing the college staff at Jubbulpore. The under-graduates turned out from Jubbulpore college and high school, the only institution of higher order in these provinces, have always found remunerative appointments, but mostly in the Education Department in the beginning.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—To a certain extent it is true that the attention of teachers and pupils is unduly directed to the entrance standard of the University. But a good teacher can sometimes find time and opportunities to store the minds of his pupils with useful information on various subjects, suggested by particular passages in the text-books. There are always some among the pupils who listen to such discourses with eagerness, while there are others too who consider them to be useless digressions not needed for their real purpose. But I consider that even if there were time for such discourses, the desultory way in which such instruction is necessarily imparted is not calculated to do any permanent good to the students. I would have the number of classes in the middle schools increased. The middle schools in these Provinces contains four classes only. Let this number be increased to six, and let useful information on various subjects be imparted through the medium of the vernacular, and let some useful subject, such as the elements of natural philosophy, &c., be introduced into the curriculum of the entrance examination. Thus, I think, the present state of things will be much improved.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—When the vastness of the country is taken into account, I do not think the number of candidates for the entrance examination to be unduly large. In these Provinces certainly it is yet too small. English education is a door to almost all the appointments under the English Government; it is largely sought for by all the classes of the people. It is true that some people are so very anxious to have the doors of Government service opened to their sons that they would rather wish that their children should leave their natural calling and secure service under Government. This state of things is partly due to the gradual decay of many of the indigenous arts and the handicrafts of the people, owing to keen foreign competition. There is not capital enough in the country to stimulate these people to cope successfully against this competition; so they naturally look for Government service. This state of things will continue till a time when there will be a natural reaction in consequence of the scarcity of appointments under the Government—a scarcity which has already begun partly to show itself. The establishment of schools for technical education all over the country is the best remedy that I can suggest. It is not the number of candidates for the entrance examination that is unduly large, but the number of those who have a hankering after Government service.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—I believe that the University curriculum affords a fair training for teachers in secondary schools. No special training school is required. The best graduates fresh from college generally get posts in the Education Department, and they generally succeed as good teachers. It is to be regretted that they do not remain long in that department in consequence of there being no sufficient inducement to do so. If new graduates are fair teachers in secondary schools and colleges, I don't see any reason why they should not prove themselves to be the very best and most successful teachers within a few years. The only thing that is needed is to offer them sufficient inducements to stick to that career, which they select after leaving the college. I believe that many of the best teachers at the present day all over India were originally men taken fresh from colleges in the United Kingdom. I have said elsewhere that the secret of success of a teacher mostly lies in his thorough knowledge of the subject he teaches. In connection with this subject I would suggest that a head master of a secondary school should teach the highest as well as the lowest class, his first assistant the second lowest and the second highest, and so on. I think this arrangement is always feasible. It has two advantages—first, the lowest class will have the benefit of the best knowledge; second, a graduate fresh from college being appointed to a head mastership will soon acquire the art of teaching. I would therefore propose that the salaries of the servants of the Education Department should be increased rather than special Normal schools be established. I believe that if there is anything wrong in the present system, matters will mend themselves in course of time.

Ques. 36.—In a complete system of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 36 & 37.—In a complete scheme of education for India, the State no doubt ought to confine itself to aiding private institutions for secular instruction, leaving to them the duty of teaching other subjects to make the education complete. In these Provinces the state of education is so low, and the private institutions are so very few, that for a long time to come this policy should remain in the domain of theory. Where Government has done enough for high education, one can expect to see private institutions starting up at no distant date; but in backward provinces, if the Government is to confine its efforts to aiding private institutions only, I have no doubt education will receive a serious check. As for giving a complete education I do not know of any existing private institution that does it thoroughly. It is true that in Missionary colleges the study of the Bible is insisted upon. But in college classes that is nominal only. As I have said above, neither the professors there nor the studuents find enough time to give their serious attention to any subjects other than those prescribed for the University examination. When the Missionaries undertake to provide the poorer people with a secular high education, they, in my opinion, leave their more legitimate work in doing something which does not strictly belong to their province. When I take this fact into consideration, the want of stability of Missionary colleges forces itself into my mind. These institutions are supported by voluntary contributions from year to year made by the religious people of the United Kingdom. Their sole aim is to make converts of the people, and as means to that end they at present devote their energies to imparting secular instruction. But if within a limited number of years their policy does not produce the intended effect, there is no certainty whatever that they will continue in their present policy. For this reason, I cannot convince myself that the time has come when the Government can safely withdraw from the field of high education, leaving the work to be done by private bodies. I have said that I have no faith in the permanency of the present policy of the Missionary bodies. The only other private agency for imparting high education is just coming into existence in Bengal only. In Calcutta there are private institutions managed by influential Native gentlemen, and I believe there is another recently established at Burdwan. Some of the newly-established mofussil colleges in Bengal owe their existence to private munificence. In my opinion the time is just dawning in Bengal. There must be yet many years before the people of other provinces interest themselves in the same manner in the cause of education. I therefore believe that the Government cannot withdraw from the direct management of colleges without causing a serious check to education. The time has not come yet for adopting such a policy.

If the Government thinks it necessary to withdraw largely from the maintenance and direct management of colleges, I think that there ought to be at least one Government institution in a province to serve as a model to others. Otherwise it is likely that the standard of instruction would in a great extent deteriorate.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—No definite instruction in duty and the principles of moral conduct is given in any Government college or school, except that moral science forms an alternative subject in the A. course of the B.A. examination. But the reading-books in use in the secondary and primary schools contain many lessons on such subjects; still I think that a little book on the duties of men towards themselves, their neighbours, and towards their Sovereign, may be introduced with beneficial results.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—Whatever might be the state of things in other parts of India, certainly in these Provinces there exists nothing to warrant such a conclusion. In these Provinces it is in primary education only in which the educational officers principally interest themselves. Consequently there is nothing to justify such a complaint.

As for the second part of the question, I do not know if any want of such men is particularly felt. I believe that many of the principals and professors of the best colleges all over India were selected from among the best graduates of the English Universities. I would only suggest that Natives of approved qualification should be appointed as inspectors of primary schools.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—In answer to this question I have no hesitation in saying that in these Provinces the demand for high education has not yet reached such a state as to make the profession of teaching a profitable one. I find no such schools here as have been opened by men of good position as a means of maintaining themselves.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—This depends much upon the good voice of the teacher. I think that not more than 30 boys can be efficiently taught in a school by a teacher; but in a college almost 50 students can be efficiently taught. In college classes a professor often adopts the lecture system. But that cannot be of much practical use to younger and less advanced students, each of whom requires special attention and care on the part of the teacher.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—In a college educating up to the B.A. standard there ought to be at least one European professor, if the college undertakes to teach the A. course only. In colleges where the B. course is to be adopted there ought to be at

least two European professors. I think, however, that competent physical science professors can be selected from among the best graduates of the Calcutta Medical College.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—In Native colleges they cannot afford to pay the high salary of a European professor. I have elsewhere said that the best way of aiding such institutions is to send them a European professor, who shall remain in the graded education service of the Government.

Supplementary questions.

Q. 71.—Do you think third and fourth year classes should be added to the Jubbulpore College?

A. 71.—In the Central Provinces, comprising 18 districts as it does, there is no provision for high education, except what can be had at the college and high school at Jubbulpore, teaching up to the F.A. standard of the Calcutta University. I am fully aware that many young men after passing the F.A. from the high school are anxious to prosecute their studies further. But as there exists no facility for it in the province itself, they are obliged either to go to a foreign college or to seek employment. To go to a foreign college is necessarily attended with many inconveniences and difficulties, which a few only can cope with. Consequently only a small proportion of our passed F.A. students have, up to this time, joined a foreign college and a smaller still have graduated.

Propriety of completing the college staff at Jubbulpore.

Last year when the third year college class was provisionally opened, some 11 young men joined it—a number considerably higher than what I find in many colleges of long standing. Had the college been sanctioned, I am fully confident that at the next examination we could have turned out at least half a dozen graduates from it. Last year we passed ten in the F.A.; of these only three or four have joined a foreign college. This shows clearly that many F.A. boys are obliged to seek employment or stay at home in consequence of there being no facility for studying further after passing the F.A. examination.

Apart from these considerations, I am of opinion that the educational system of these Provinces cannot be said to be complete without a college. I believe that the provision for primary education is up to the present requirements of the Provinces. There is not an important village which has not got a school for primary education. When we remember the fact that these Provinces are sparsely populated, I think the number of scholars attending the schools of different denominations can bear favourable comparison with the similar number in other provinces. The fact that the schools established for primary education often require the application of constant pressure on the part of district officers in order to keep them filled, shows conclusively that there is scarcely much scope for any further extension for the present of the means of primary education in these Provinces. I have just now said that the machinery of education cannot be said to be complete without an adequate provision for higher education. High education in my opinion should go hand in hand with primary education. One ought not to be provided for at the expense of the other. In Bengal greater attention was paid at the beginning (under the Council of Education) to high education, and in the North-West Provinces primary education was more attended to. So early as 1853 the mistake in Bengal was found out and attempts were made to rectify it. Similarly in the North-West Provinces, where a complete system of halquabundi schools was established in the beginning, the number of zilla schools was increased by the addition of nine new ones to provide for high education, when experience showed that the means of primary education were rather sufficiently provided for at the expense of higher education. Now, when it is remembered that a sufficient provision for primary education has already been made in these Provinces, and when it is admitted that there ought to exist in a Province provision for both primary as well as high education, the necessity of improving the status of the present college and high school at Jubbulpore by opening B.A. classes becomes at once established.

There is another very important consideration which should establish the importance of a provincial college. The Administration of these Provinces has often to indent for some men from other provinces in order to fill up vacancies in the various departments under it. The Inspector General in one of his annual reports says that "our best-read men are foreigners." Now, this is a deplorable state of the province indeed. Whatever might have been the necessity for indenting for men from other provinces in those days when the Provinces were newly formed, certainly that necessity ought not to exist at the present day. If a college be established, there will be no lack of properly qualified persons to fill up vacancies in the several departments, and there would be no necessity for indenting for men from other provinces.

As early as 1871, the Inspector General complained of the inefficiency of several of the head masters and of almost the whole staff of zilla inspectors, with the honourable exception of two or three. Since then these men have been superseded, their posts being filled by under-graduates turned out from the high school. These men are now doing their work satisfactorily, and proving themselves useful public servants.

I have no doubt if the B.A. classes are opened here, a number of graduates would be found qualified enough to fill up vacancies in the various departments under the local Government, and they will prove themselves as useful public servants as the under-graduates in the department of Public Instruction have done.

Then, again, when the present policy of the Government of India is taken into consideration, the importance of a provincial college at once forces itself on the mind. I mean the policy of developing the spirit and desire of self-government among the people. But it is almost a truism to say that self-government without high education is an impossibility. If it is the intention of the Government, as no doubt it is, that the people should take part in the administration of their own affairs, the best means to secure that end and carry out that most enlightened and noble policy of the Government, is to educate them properly; and thereby to foster among them that self-reliance the development of which the Government so anxiously desires. So far as my experience goes, the people of these Provinces seem to me to

be in a most backward state. As ignorance is the mother of all evil, it ought to be the especial care of the Government to adopt measures for the amelioration of the condition of the people, and I need scarcely say that those measures ought to be at first largely directed towards educating them properly. Now, if we view this question of ignorance of the people from another standpoint, the importance of high education among a considerable number of the people becomes at once evident. The best-read men of our country are most attached and loyal to the British Government. They alone understand and realise to themselves the benefits they enjoy under the enlightened Government of the British nation under whom it has pleased Providence to cast our destiny. If now and then some stupid things are uttered by a few of our educated countrymen, they are not to be taken as the outcome of a disaffected heart. These men always mean to assist the Government with their special knowledge by criticising particular measures of Government. But not being possessed of political education, and not knowing how to argue a political question, they simply make themselves stupid. But this is not the place to vindicate the conduct of any class of my countrymen. What I mean is this, that the natural leaders of the country and the upper strata of the middle classes also should have sufficiently high collegiate education, so that they might be enabled to understand the importance and grasp the principles of self-government, the extension of which the Government so anxiously desires. By a glance at the return of social position of the parents and guardians of the students who are aspirants after high education here, it will be evident that the majority of the students are the sons or relatives of Government servants, and not a few among them belonging to the upper strata of the society, being the sons or relatives of the malguzars of these Provinces.

Besides, one principal feature of the Despatch of 1854 is to provide education to the masses through their vernacular languages. On this point I cannot resist the temptation of quoting from that celebrated paper, which, speaking of the education of the masses, says :—

"This can only be done effectually through the instrumentality of masters and professors who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother-tongue, the information which they have thus obtained."

Now, the want of useful books in Hindi is an admitted fact. This want can gradually be removed if a number of young men educated in our college be induced to take up the work of translating useful little books on scientific or other subjects of general information from English into their own vernacular. The wonderful growth and development of vernacular literature in Bengal in the course of the last 25 years are no doubt due to high education. Some of the best books in Bengali are from the pen of the best graduates there.

If it is contended that the number of students who passed the F.A. examination from the Jubbulpore school is so limited that the expenditure of a large sum in order to provide for them the means of higher education is not justifiable, the reply is, that the number will gradually increase year by year, so much so that within a few years our college classes will be sufficiently full. A considerable number of the boys seek employment after they are matriculated.

The fact why all the matriculated students do not seek collegiate education is partly to be ascribed to a sort of misapprehension that exists in the minds of not a few of them. They suppose that, as they have almost exclusively to look to the Education Department for employment, and as appointments in that Department become fewer every year, it would be better to secure one as soon as possible. In this respect they don't see much difference between a passed F.A. and a matriculated student. A passed F.A. student, or even one who had merely studied up to that standard never having passed that examination, readily got some five years ago appointments in the Education Department which were three times more lucrative than one which can be hoped for at the present day by a student of similar attainments. The college being established and a number of graduates turned out, the administration will no doubt allow them the chance of a useful career in the various departments; and when this fact will be known I am confident our college classes will be sufficiently full. It is true that one of our students graduated in a foroign college has been provided for in the subordinate judicial service, and a few of the zilla inspectors have been taken over to the same service, yet, as a matter of fact, the cases have been so few and far between, that our matriculated students prefer a ready appointment in the Education Department to an uncertain but more lucrative appointment in some other department in future. The inconvenience of going to a foreign college in order to qualify themselves for such appointments weighs so much upon their mind that they are generally content with smaller pay in the Department of Public Instruction. I therefore believe that if B.A. classes are opened here, within a few years our classes will be full, and we shall be able in a short time to turn out a considerable number of graduates, for whom no doubt the administration will open out new and useful careers in the public service rather than for new men from other provinces.

Whatever might be the opinion of theorists, in India certainly knowledge is not sought for for its own sake, but for the material advantages which it is likely to secure to the recipients. They always set a money-value on their knowledge. In connection with this subject I would mention one other fact which explains why a number of our matriculated students seek employment rather than continue their studies. It is a fact that a number of our students who had joined foreign colleges failed to obtain their degree. Since the year 1871 students from the Jubbulpore high school have been joining foreign colleges, but only about half a dozen of them obtained their degree. The boys find that an unsuccessful B.A. is worse off in point of appointment than his old class-mate, an F.A., who had preferred an appointment to joining a foreign college, after his success in the F.A. examination.

Lastly, I must say that, in my opinon, the theory of the downward filtration of education is not altogether so wrong as it is often supposed to be. In one of his public utterances, Mr. Croft, the Director of Public Instruction in Bengal, says :—

"The country (that is, Bengal) is covered with schools of every class, but all but a small proportion of which owe their existence and continued maintenance to the local and

private efforts of those who, having themselves enjoyed the benefits of education, are anxious to extend the same advantages to their poorer neighbours among the rising generation. I have maintained before, and I confidently repeat the same statement, that our zemindar graduates and other wealthy educated men are among the foremost supporters of education in this country; that it is 'downward filtration' that is the very spirit which it was the object of the Despatch of 1854 to evoke."

When such has been the effect of high education in Bengal, I believe that similar results will no doubt follow similar attempts to give collegiate education to the people of these Provinces. A majority of the persons belonging to the middle classes and a few among the upper classes also are just now appreciating the value of education. Therefore, if further facilities are given to them by opening B.A. classes in the Jubbulpore college and high school, they will not fail to take advantage of them, and I confidently believe that these men will in future be the earnest and best supporters of Government in the cause of education.

Q. 72.—What amount of local support is the Jubbulpore college if completed likely to receive?

A. 72.—As for the amount of local support the college is likely to receive, I must admit that I am not very sanguine. In this respect my experience is limited to Jubbulpore, though I do not believe that the case is much better in any other district. As a member of the managing committee of the City Aided School I have the sad experience of the extreme apathy of the monied classes in general. It is the mahajans and bankers of moderate incomes only that take something like a lively interest in the cause of education, and for the welfare of the school under our charge. The upper class of the mahajans always keep aloof from any such scheme of public good. That these men are too selfish to contribute anything towards any scheme for the material good of their poorer brethren, is a fact too well known. In considering this question there is another fact which cannot be lost sight of. A considerable number of the mahajans here are foreigners, and as such they do not feel much interest in the material welfare of the people of this place, where they are but casual and temporary sojourners.

Q. 73.—What, in your opinion, is the best method of enlisting the aid of Native gentlemen in the cause of education?

A. 73.—I don't know exactly how under the present circumstances the sympathy of the monied classes can be enlisted in the cause of education. As a general rule they hold very singular ideas about education. They consider that the education of the masses is not only unnecessary but injurious, for it makes the agricultural people unfit for their ordinary avocations,—see answer 3.

If the district officers show, by talk or otherwise that they are very much interested in the spread of education, both primary as well as high, I think some good results might ensue. These men—I mean the monied classes—very often go to district officers, and whenever such visits are paid, if the conversation often turn about the spread of education, then they will, I think, gradually begin to think of its importance. I believe that much depends upon the exertions of the district officers. I would also with some hesitation suggest that those who would come forward with material aid in the cause of education should be honoured with dignified titles, carrying with them some especial privileges, such as precedence in darbars, exemption from attendance at the civil courts, &c. I would even propose that a new kind of significant title should be created and for a few of the earnest and most learned supporters of education I would propose honorary University titles.

By the Rev. W. R. Blackett.

Q. 1.—In your answer 23 you note that of 266 boys who passed the middle-school examination in 1880, about 60 joined the Jubbulpore school, and about 40 mission schools. How many of them obtained scholarships?

A. 1.—The examination for scholarships is included in the middle-school examination; on that occasion 58 scholarships were given. The majority of these would be included in the 100 boys who joined the high schools.

Q. 2.—The rest of the 266, you say, studied another year to pass in a higher grade, in order that they might qualify themselves for admission into the Jubbulpore school. Are boys allowed to present themselves twice for the same examination?

A. 2.—Yes, they are, up to the age of 17.

Q. 3.—Did many of these students obtain scholarships on this second examination?

A. 3.—I cannot say. There was no rule to prevent them.

Q. 4.—What became of these 166 boys ultimately?

A. 4.—Some passed in the next year, then joined the high schools. As to the rest I cannot say.

Q. 5.—You think the one reason for these boys remaining where they were was their unwillingness to enter a mission school?

A. 5.—Yes, certainly.

Q. 6.—Mr. Thompson thinks that many of these boys from the middle schools of the districts, after passing the middle-school examination, are deterred from prosecuting their studies by the expense. Do you differ from Mr. Thompson in this?

A. 6.—Yes; some are hindered by the expense.

Q. 7.—There may, then, be some other reason besides their dislike to a mission school for these boys not going forward at once.

A. 7.—There may be, in some cases.

Q. 8.—In the table in your answer 23, what is meant by the Government high institution?

A. 8.—It is a misprint for "The General Assembly's Institution."

Q. 9.—If, as you observe in your answer 71, the majority of the aspirants after high education in the Central Provinces are the sons or relatives of Government servants, and not a few of them belong to the upper strata of society, do you think they are in a position to do nothing towards providing high education for themselves?

A. 9.—I have said elsewhere that these Government servants are ministerial officers on small pay. Some, however, may be in a position to come forward with aid.

Q. 10.—Do you think that Government is bound to provide high education for the sons of its officers on small pay, from ₹15 to 20 per mensem?

A. 10.—If Government is bound to provide high education for the middle classes, I do not see any reason why it should not provide high education for the sons of officers on small pay who are generally settled in these Provinces.

Q. 11.—Do you think that Government is bound to provide high education for all the middle classes?

A. 11.—I have elsewhere said that Government can assist individual efforts, but where that is not possible, from the province being backward, the Government ought, I think, to provide higher education for the people, so that the people in course of time would start colleges and schools on their own account, and would perhaps depend on Government for aid only.

Q. 12.—If the people, by Government providing high education for them, became accustomed to depend on the Government for the supply of it, how are they ever to learn to depend upon themselves?

A. 12.—That depends upon time. I do not mean to say that Government is bound to keep up for ever a Government college.

Q. 13.—Is it not likely that the longer the Government keep up the Government college, the more the people will regard it as the duty of Government to do so, and not their own?

A. 13.—It might be.

By MR. BROWNING.

Q. 1.—Speaking roughly (I have not the Census returns with me), there is only one school to every 23 or 24 villages, or one school to every 6,800 persons or so, in the khalsa. Do you, with reference to answer 2, think that ample provision has been made for primary education in the Central Provinces?

A. 1.—This depends on the size of the villages and their sites. In these Provinces there are some villages where scarcely a dozen students can be found willing to study. It is waste of money and labour to establish a school in such a village. I believe the present rule is that no village school is supported in which there are not some 20 pupils to study. Under the present circumstances I don't consider the extension of the means of primary education for such villages necessary.

Q. 2.—Generally speaking, would you say one school to 6,800 persons sufficient?

A. 2.—No.

Q. 3.—You say in your answer 23, that you believe that only 40 passed middle students joined aided high schools. How did you obtain this number?

A. 3.—I had not the returns with me. I made a rough guess.

Q. 4.—Two hundred and sixty-six boys passed according to General Form 4: 73 were from aided institutions and seven were private students; 60 joined the Jubbulpore high school, and in this Form 4 we do not enter boys who passed twice; 40 joined aided schools. There were about 38 double passes from aided schools. This leaves 48 boys to be accounted for: and as there are 40 middle Government boys' and aided girls' shools sending examinees, this would be about one per school. Is this the case?

A. 4.—I think so.

Evidence of MAJOR J. C. DOVETON, *Conservator of Forests, Central Provinces.*

[The following questions are special and not contained in the "Standard List."]

Ques. 1.—Do the Gonds speak any of the languages in ordinary use in the Central Provinces?

Ans. 1.—Of the vast numbers of Gonds with whom I have from time to time come in contact, I cannot recall having found one whose knowledge of language was confined to his mother-tongue. Of the Gonds of Chhattisgarh I know least, and to them I shall not therefore refer. Omitting the Chhattisgarh Division, it may be said that the Gonds residing north of Nagpur speak Hindustani. Of those living to the south of Nagpur, some speak Marathi, some Telugu, while many are acquainted with Hindustani also.

Ques. 2.—What language is most likely to be useful to the Gonds and most conducive to their prosperity?

Ans. 2.—To the Gond, Gondi is wholly unprofitable, unless a knowledge of this language can be forced on the great mass of the population at present speaking other tongues. The languages most useful to the Gonds are those of which the force of circumstances has compelled them to acquire a knowledge. As already indicated, they vary in different parts of the provinces, according as one or other language is more generally used.

Ques. 3.—Why should a knowledge of other languages than Gondi be necessary to the well-being of the Gonds?

Ans. 3.—Because nowhere do the Gonds exclusively occupy any large tract of country; they form small communities irregularly distributed among people speaking other tongues, who do not know Gondi, and in my opinion are never likely to become acquainted with this language.

With the exception of their agricultural and household affairs, their business is carried on with people who do not speak Gondi. For part of the year most Gonds are cultivators (a few devote their entire time to the cutting of wood for their more prosperous neighbours), and the produce of their fields over and above home requirements has to be sold. They have to supply their wants in cloth, salt, and other necessaries by purchase or barter, and they have to dispose by sale of the forest produce, to the felling, collecting, or taking to market of which a very large portion of their time is devoted. From time to time they also require to borrow money for carrying on their agricultural pursuits. Lastly, a certain number desire employment in the Police, others in the Forest Department, for the whole or part of the year. With the rarest exception the transactions above noted are with people who do not know Gondi and could not therefore be conducted in that tongue. In the public service employment could not be given to Gonds who are not acquainted with one or other of the languages in general use in the provinces.

Ques. 4.—Do you think special schools should be established for the education of Gonds in remote

parts of districts where no village schools now exist?

Ans. 4.—No: such schools could only prove successful if they were under the close and constant supervision of a European officer taking a personal interest in the subject of education and in the well-being of the people concerned. To send a Gond boy to school entails a certain pecuniary loss on the father of the boy, his services having from an early age a certain money value. It would therefore be extremely difficult, if not impossible, for the parents to realise the advantage of education; they would dislike it, and compulsion would render education more distasteful. I am therefore of opinion that under existing arrangements Gond schools would be impracticable. Some years ago an attempt was made by the Forest Department to establish in the Betul district a school for Gonds with the view of qualifying them for some of the better-paid subordinate posts in that department. It failed, owing to the supervision not being sufficiently close.

Evidence of L. Fraser, Esq., C.S., *Officiating Secretary to the Chief Commissioner, Central Provinces.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—My opportunities of forming an opinion on the subject of education in India are:—

(*a*) That I was specially placed in charge of education work, as Assistant Commissioner, in the Seoni district in 1872-73:

(*b*) That as Assistant in Bhandara, in 1874-76, I examined many schools and took special interest in education: and

(*c*) That in the course of tours, in attendance on the Chief Commisssioner, as Assistant Secretary, and later as Excise Commissioner, I have taken occasion to visit and examine schools all over these Provinces.

My experience is almost exclusively of the Central Provinces schools.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—I think that our system of primary education has been placed on a sound basis. The curriculum is now a fairly useful and interesting one. Efforts are being made (very successfully in some districts) by means of drill, gymnastics, music, and the like, to render the schools attractive. The masters are gradually improving: this is a most important point: the want of funds and of efficient men makes improvement slow; but it is marked. The system of inspection is sound; and the educational inspectors are, in my judgment, among the best of our public officers. The direct and special interest taken by district officers in primary schools has been productive of excellent results: the principle of the system is that these schools should be specially under their control; and most district officers meet their responsibility in this respect well. The efforts made by the formation of school committees to interest the Natives in the spread of education are a marked feature of our system. These have very frequently appeared pretty unsuccessful. But I am convinced that very great progress has been made, even since I came to this province, just over ten years ago. I have known many committees, the members of which took great interest in their work and were quite excited about the result of an examination and inspection of the school; and I have known several that have rendered distinguished assistance to the cause of education by their influence, by paying fees or buying books for poor children, by giving rewards, and in other ways.

I do not know that I can suggest improvements. It seems to me that as yet our system is a little above the people. It ought to be so. The great object in working it ought to be to educate the people up to it. This object is, I think, kept wonderfully well in view; and, as I have already said, I think it is being slowly perhaps, but surely, achieved.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—I do not think that the people enthusiastically seek after education as a rule; but a growing feeling of appreciation of it is manifested. I do not think that in this province any classes specially hold aloof. Dhers and other outcastes are in many places practically excluded because they are too few to have special schools, and they themselves accept the social opinion against their intercourse with other classes. This is unavoidable at present.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid, and to conform to the rules under which such aid is given. How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools do not exist to any great extent in this province. They are chiefly found in towns, where they are started either for religious education chiefly, or as profes-

sional ventures. These schools follow very much the system in force in Government schools: they are, as a rule, inferior; but the system of payment by results has effected considerable improvement. The masters are generally willing to accept aid and to conform to the conditions on which it is granted. I do not think that much can be expected from indigenous schools until education has taken a firmer hold on the people and pupils are more easily obtained. Nothing that I have seen has led me to believe that our indigenous schools are a relic of an ancient village system. In some cases they are due to the fact that a resident of influence has wished to educate his own children, and has been willing that others should share the advantage and the burden of keeping a teacher.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms at examinations qualifying for the public service with boys educated at school?

Ans. 5.—My experience leads me to distrust home instruction. I do not believe it is as beneficial as school education, except in rare cases, even in England, and I believe it is less suitable for India, where a private teacher more rarely has the necessary influence for good over his pupil. I do know, however, a very good specimen of a Native gentleman who was educated at home; his education is very fair, he bears a high character, but he apologises for the fact of having been educated at home by stating that he was an only son, and that his father had a weak fear of sending him away from home. His sons are being educated in our best schools.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—I do not think Government can at all depend on private effort for the supply of elementary instruction in rural districts at present. Government can look for aid in discharging its responsibility of supplying primary education. Aid is given in these provinces by local subscriptions, gifts of school-houses, &c. But Government can only look for aid at present: it cannot yet depend on local effort to do the work.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—I am strongly of opinion that, when we succeed in getting a good system of local boards, they will be a very great help in educational administration. But a district committee cannot manage district schools. It has little interest or influence outside the head-quarters town, where the schools would be better managed by the Municipal committee. I also think that the more power the local boards and committees had within the sphere of their influence, the more efficiently would they do their work. I should be disinclined to limit their control, except that their schools would have to be inspected and their work tested by Government inspectors, and that they would require the sanction of the Deputy Commissioner or circle inspectors (as the case might be) for the appointment, suspension, or removal of a teacher. I found my belief in better work being done when the committees are less controlled, on work that I have seen done by committees of Native gentlemen who have realised that responsibility really rests on them. I admit, however, that in the rural districts it may not always be easy to get men fitted for this work, or (even if fitted) ready to undertake it on their own account. The system may have to be introduced gradually, but I believe it would be well to adopt a pretty bold attitude in the matter. I believe it is easier to err on the side of timidity than of rashness in respect to this question.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal committees for support and mangement? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal funds, what security would you suggest against the possibility of Municipal committees failing to make sufficient provision?

Ans. 8.—I should be inclined to trust all schools within Municipal limits, except the zilla school, to Municipal committees for support and management. I can think of no other security against these committees failing to do their duty than the existence of a power on the part of the local Government to suspend them in case of failure. I do not believe it would have to be exercised often. Any other security that I can think of is open to the objection that it would prevent the growth of a spirit of self-reliance.

I would except Government zilla schools, because they are not Municipal institutions. They should, I think, be kept mainly in the hands of the Education Department, although efforts should be made to give both Municipal and district committees some share of interest in their support and administration.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay for improving their position?

Ans. 9.—I think the system at present in force for providing primary school teachers is a good one. It has not yet had a fair trial, for it has been impossible to supply masters educated under it to all primary schools, chiefly because of the impossibility of superseding old incumbents. But the class of masters now obtained is much better than that which it succeeds. Generally the village schoolmaster has a fairly respectable position, but he has not as much influence as might be desired. The two chief means of improving his position would be better training and better pay. The former is being given as fast as possible. An effort should be made to give the latter. I do not think much is required: all that is necessary is that he should have a fair competence. He should be placed above the necessity of little meannesses. Some schoolmasters are under-paid, and their position cannot be good. I do not know of any general method for improving the position of village schoolmasters other than those named. But if the unit of local self-government were a very small area, schoolmasters might often find suitable employment as secre-

taries to the little local boards, which would no doubt increase their influence.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—I think that the introduction of music, gymnastics, and a little technical instruction has rendered our primary schools more popular and more useful. Special means are used here for the introduction of these and other attractive elements. But I do not think that they ought to monopolise attention. The main subjects to be taught are reading, writing, and the more simple rules of arithmetic. The Natives understand this as well as we. The indigenous schools, as a rule, teach simple reading and simple arithmetic. I do not believe that we can hope to do much that is useful in technical education at our primary schools without an expenditure quite beyond the means at our disposal. To dabble in technical education would probably only lead to our system becoming ridiculous: the Natives can teach their children their own trades more easily than we can over the whole country. It is possible to have efficient technical education at certain centres, and that should be aimed at. It is, I believe, impossible to have anything but inefficient technical education in our schools generally, and that would be a great error. As to the attractions of music, drill, gymnastics, and games, they are easily introduced and every effective in popularising the schools. Great efforts have been made in this direction in several districts (*e.g.*, Saugor); and I am sure that these efforts have been well repaid.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people; and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular recognised and taught in our schools is the vernacular of the people. Of course, in rural places the vernacular of the text-books is purer and more accurate than that of the illiterate villager: it ought to be so. I do not think that our text-books, as a rule, carry that superiority too far. I believe the schools are useful, and as popular as could be reasonably expected.

The only apparent exception to the statement made above is, that there are no Gondi schools. But there is no Gondi literature; and the Gonds themselves do not seem to wish to perpetuate their own dialect. They are far more ready to converse with one in Hindi than in Gondi. I have found them to affect ignorance of Gondi altogether. They appreciate the Hindi schools as much as we can expect.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I think the system of payment by results is pre-eminently suitable to the promotion of education by indigenous schools in our rural districts. It has succeeded wonderfully. But if the question is the payment of schoolmasters in Government schools by results, then the aspect of the matter is quite altered: the result would be the very opposite. Instead of thereby securing good teaching, the tone of the service would be lowered. Government schoolmasters are kept up to the mark by far more suitable means than making their salary uncertain.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—I have no suggestions to make as to the taking of fees at primary schools. I think our fee rules act very well. The only point on which I have doubt is the exemption of agriculturists from the payment of the fees paid by other classes. The ground of the exemption is, I believe, that the school cess is paid by the former and not by the latter. It seems to me that the true way of meeting that state of things is to tax non-agriculturists as nearly as possible to an equal degree, not to put a barrier in the way of the primary education of their children which does not exist for agriculturists. I do not think India is ripe for compulsory education; but the next best thing is to tax everybody for primary education, and then give it either gratis or very cheap to all who will accept it. I speak only of primary education, and I think Government is bound to supply that.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—Primary schools are best increased by being established wherever a fair attendance can be secured. We are gradually teaching the rural population the value of primary education. If the district officer is able to feel the pulse of his district accurately, he soon knows where he has a chance of inducing a reasonable number of children to be sent to school. A school can then at once be established. This is the system at present in force; and primary education is extending. The increase in Government primary schools during the last ten years is very marked. It may be hoped that, when the hard-worked district officer is able to get efficient aid from local boards, the progress of primary education will be more rapid. As to rendering primary schools more efficient, very much has been done in recent years; and I cannot advise that the lines of work hitherto followed should be abandoned.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the despatch of 1854; and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of no instances in which Government educational institutions of the higher kind have been closed or transferred to the management of local bodies. The reasons of this are (*a*) that though Native opinion is much more favourable to education than it was, yet there is not generally even now a very hearty desire for it; and (*b*) there has been perhaps too strong a tendency to distrust popular effort and to rely too exclusively on Government action: this tendency and its results cannot be overcome very easily or very soon.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I cannot point to any case in which I could assert that a Government institution could be transferred to the management of a private body without injury. But I can point to such a case as the City Aided School, Nagpur, as showing how very efficiently a private body can manage a high-class school when put on its mettle.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—I see no ground for asserting that such service to education as I have indicated should be confined to Nagpur, and therefore I believe we should find gentlemen elsewhere quite ready to aid in the establishment of schools elsewhere if opportunity arose.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—I doubt whether any general rule can be laid down. An officer of tact generally knows how "to stimulate private effort." If the circumstances of the locality justified Government in determining to withdraw its support from any institution and leaving its maintenance to private effort, probably means would be easily found to stimulate that effort. I am doubtful, however, of the existence of any institution in this province, from the support of which Government could at present entirely withdraw.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) Normal schools?

Ans. 19.—The principles of our grant-in-aid system are in my opinion sound. I have not experience enough to speak definitely of the details of its administration. I believe the grants are adequate in all the cases mentioned in this question.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—Our system of education is on the whole, in my judgment, one of practical neutrality in the matter of religion.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The following figures from the last published report on education show the cost of educating each pupil in the higher schools and colleges of this province:—

Class of Schools.	Cost of educating each Pupil, 1880-81.	
	Total Cost.	Cost to Government.
	R	R
Jubbulpore High School . .	67	54
High and middle schools, Northern Circle	44	34
High and middle schools, Southern Circle	50	36
Middle schools, Eastern Circle .	42	36

I think that these figures are some justification of the statement that fees are too low, and that the rich get higher education too cheaply. The share of the total cost borne by Government is too high. I would not perhaps advocate an immediate raising of the fees, but I would distinctly lay down that they should be raised as soon as possible. In England, we have schoolarships endowed by Government, by corporations or by private liberality. Some of these are bestowed purely on ground of merit; others on the double ground of merit and straitened circumstances. This system might be introduced more fully in India, and then the fees could be raised, as in England, so as to cover the expense of education. I do not think that higher education should be supplied gratis by Government. It should be paid for. Deserving students too poor to pay for it, might be helped; but the general principle should be that students should pay for higher education. It may be deemed impolitic to introduce this system suddenly, but I am strongly of opinion that its introduction would tend to produce a stronger and manlier spirit among our educated youths. A spirit of mean dependence is encouraged by our present system; and the prevalent error that the acceptance of education from Government is a favour bestowed, rather than a benefit received, is fostered. In the Edinburgh University, while a student, I saw a good deal what Scotchmen in straitened circumstances will do for a liberal education. Some worked hard, and, being able men, took scholarships and so paid their way. But Edinburgh University is not very liberally endowed; and many men, able enough, had to teach in the evening to pay for the lectures they attended by day. Teaching even could not be got by all; and some worked at various callings during the summer so as to be able to support themselves at college during the winter. Some men, unable to pay for their college education by any of these means, quietly returned to their fathers' farms or to honest trades after their parish school education was over. I must say I should like to see this state of things in India. I knew a lad in Nagpur who got a scholarship of R8 per month, and went to the Deccan College, Poona. He found, he said, that he could not live on less than R11 per mensem; and he begged R3 a month from me. I made inquiry and found that his father could well afford that amount. But he would not give it, for it was not his duty to pay for his son's education; it was Government's duty to give it. His son accordingly left college. I heard of a Scotch youth who failed in a scholarship examination, and having no other means of paying for his college education, became

for a time a night policeman, while he attended college by day. No doubt the difference between these two cases may be attributed to race characteristics, but I fear our system is fostering instead of counteracting race weaknesses in India.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—I know of no instance of a proprietary school or college supported entirely by fees in the Central Provinces.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—There is no non-Government institution of the higher order in direct competition with a similar Government institution in the Central Provinces, except in Seoni, where the circumstances do not give me material for answering this question.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—The cause of higher education is not injured by unhealthy competition in the Central Provinces.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives do not very readily find remunerative employment in the Central Provinces, as is shown by the number of applications we receive for any trifling appointment from lads educated up to the higher standards, *viz.*, matriculated students, lads who have passed the F.A. examination, and even graduates.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—I think that the education imparted in our secondary schools is, on the whole, useful and practical. I doubt the utility of the English education imparted in Anglo-vernacular town schools to boys who do not go further; and I have seen with pleasure the reduction of one or two of these schools. But, at the same time, they must, I suppose, be kept up in certain places as feeders to the zilla school.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I think there is no doubt that the attention of teachers and pupils is very greatly directed to the entrance examination of the University. But I hardly see how this is to be avoided. The practical value of the education would not be impaired by this circumstance, if the entrance examination were as practical as possible. I think there is room for some improvement in this respect.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—I am inclined to think that the number of pupils who present themselves for the University entrance examination is unduly large when compared with the general educational position of the people. I attribute this to secondary education being too cheap. I do not like to hazard an opinion as to the possible "requirements of the country," if primary education were more extended.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—I have nothing more to say on the subject of scholarships than I have said above.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Municipal support is extended to grant-in-aid schools, whether belonging to Missionary or other bodies. I see no reason to believe that it will not be permanent.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—I think that the University curriculum affords a sufficient training for teachers in secondary schools, when it is fully followed. But the Normal schools qualify men for efficient work in the lower classes of schools much more cheaply and quickly.

Ques. 32.—What is the system of school inspection pursued in your Province? In what respect is it capable of improvement?

Ans. 32.—I have no suggestions to make for improving the system of school inspection.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—I should say that if the co-operation of Native gentlemen in the support and control of schools (through local boards) were secured, they would also aid in inspection. Aid is already secured through the appointment of school committees, many of the members of which do good work in this way.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The text-books are being revised and have much improved. They are fairly suitable. Mr. Browning, as Chairman of the Text-book Committee, has not lost any time in effecting needed reforms.

Ques. 35.—Are the present arrangements of the Educational Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—I am not aware that the arrangements of the Education Department in regard to examinations or text-books interfere with the development of private institutions or of natural character or with the production of a useful vernacular literature.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—I hardly feel equal to dealing with this question.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The withdrawal of Government from the direct management of schools, in favour of local boards and municipal committees ought to have no permanent evil effect on the spread of education, and would undoubtedly conduce to the growth of a spirit of self-reliance.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—I do not apprehend that it would lead to deterioration in the standard of instruction, provided that inspections were still done by Government.

If these last two questions refer to Government withdrawing from colleges in favour of private bodies, I think the *immediate* results might be very disastrous in most cases at present, and might be more or less evil in all; but, if it were possible cautiously and gradually to introduce the measure, I believe it would be of very great utility in developing national character. To encourage private enterprise in this direction would be an excellent work.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—Definite instruction in duty and the principles of moral conduct occupies no special place in the course of instruction of Government schools and colleges, so far as I am aware. It is found in the text-books here and there. I do not think we can look for much real work in this way, except from masters of high character: the whole thing depends on the character of the masters. We find some good masters (European, and, I am afraid I must say, more rarely Native) whose schools reflect their high character. But, as a rule, the only moral lesson taught is a certain measure of discipline, which is in itself a valuable, but hardly complete, moral training. For my own part, I do not believe that moral instruction can be fully imparted without religious teaching; and it is a woeful necessity that excludes religion from Government schools, while so little provision is made for teaching it at home. I think the negative teaching of our schools is hurtful to the tone of national thought; and I have often found Natives educated in mission colleges, even when they clung to their old faith, with a higher moral tone than boys educated in our Government institutions usually have. That is due to two causes: firstly, that they have been trained by high-toned religious men; and secondly, that they have been trained by well-educated Europeans of high moral tone. As our Native masters improve in moral tone, our schools will improve; and I deem it of very high importance to have men of high moral character in our colleges and Normal schools where masters are trained.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—In many of our schools, drill and gymnastics form part of the curriculum. The description given in the last published Education Report (1880-81) for the Central Provinces, in paragraph 79, of the drill and gymnastics at the Kamptee School, is very interesting.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—There are six indigenous schools for girls in this province, I believe, four of which are in the town of Saugor. These four are under the management of the Hit Sabha, a society of Native gentlemen, who do not a little real good work in aid of education and other beneficent objects. These schools are very fairly good of their kind; but they can hardly be regarded as indigenous in the true sense of the term.

Ques. 42.—What progress has been made by the Department in instituting schools for girls, and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—Progress in instituting girls' schools is slow. The difficulties and obstacles are great, but have in two or three cases been wonderfully overcome. In one or two schools the girls are at least as well forward as the boys of the same standing at ordinary primary schools. The instruction imparted is reading, writing, arithmetic, singing and sewing. The Kurai (Saugor district), Seoni, and Bhandara girls' schools are quite a pleasure to visit.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—I think mixed schools utterly unsuitable for the most parts of India. They would never be popular here. But in the Sambalpur district, boys and girls used to attend the same schools, and the apparent result was that the girls were neglected. I do not know whether there are stil mixed schools there: the people did not seem to object to them four years ago.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—I think the best plan for obtaining teachers for girls' schools is that followed now in this province, *viz.*, educating a man and his wife to teach the boys' and girls' schools of a village. I have not heard of any other plan so likely to meet Native prejudice.

Ques. 45.—Are the grants to girls' schools larger in amount and given on less onerous terms than those to boys' schools, and is the distinction sufficiently marked?

Ans. 45.—The grants to girls' schools are fixed at exactly double of those to boys' schools, and the examination is not so severe. The distinction is clearly marked.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies, and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—European ladies have not done much for female education in the Central Provinces. With a few marked exceptions, they are indifferent to it, chiefly because they do not regard India as their home, or realise that their duties and life-work lie here, partly also because of their ignorance of the vernaculars. As to the second part of this question, he would be a rash man who would fix a limit to the enthusiasm and capacity for good work of a true Englishwoman.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—There are no doubt many defects in our educational system besides those already alluded to, but they are chiefly defects of circumstances, not of principle, and they are best cured by patiently waiting for the result and development of the work that is being done.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—I do not think that any part of the expenditure incurred by Government on high education in the province is unnecessary in the sense that the institution maintained thereby is not required (except perhaps in Seoni), but I have already stated my view that alarger share of this expenditure should be borne by the persons availing themselves of the institution in question.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—I do not know of any case in which a Government institution has been set up where places of instruction which might have supplied the educational wants of the people already existed. Indeed, a notable case exists in which Government declined to place its institution in direct competition with an already existing and efficient school. The zilla school of the Nagpur district was placed at Kamptee, and not at the head-quarters town, because the Scotch Free Church Mission had already a very good school at Nagpur. This was a sound and liberal policy; the result is that a first-rate school is available for the important town of Kamptee. The funds which would have been uselessly spent in competition with the Free Church school at Nagpur have been most profitably expended at Kamptee.

But the objection here arises as to whether Government is justified in withholding its own institution because another exists, to which some of the people may object on religious grounds. Instead of waiting for question 68, I shall discuss that objection here. I think that, if there is any substantial demand for primary education on the part of people who object, on religious grounds, to the only existing institution, that demand should be met by Government. I say "substantial demand," because our funds are limited, and the necessities of one place must be measured against those of another. But I think it is the duty of Government to supply primary education wherever it can; and it does not fulfil that duty if it leaves the work to be done by an institution to which the people object on religious grounds.

It is not, however, in my judgment, the duty of Government to supply higher education; and, if there is an institution able and ready to supply good higher education in a town, I think it would be quite unsound policy to waste Government money in setting up a rival institution merely on account of religious sentiment. If people wish higher education and object on religious grounds to the only available institution, let them obtain their desire in some other way. This, as I have already pointed out, was the policy pursued in Nagpur. What was the result? The Free Church Mission school continued for years to supply education to a large number of students in Nagpur. Many of its students came from outstations to have the advantage of being trained by able European masters. But in process of time it became apparent that three causes cooperated to render it expedient to start another school: *viz.*, (*a*) the size of the town, and the distance many children had to go to school; (*b*) the spread of educational influence, and the consequently increasing number of would-be scholars; and (*c*) the preference on the part of a good number of the Native gentlemen for a non-Christian institution. These circumstances being seen, a number of Native gentlemen combined to set up a school of their own. The "City Aided School" was established. It is under Native management, and is one of the most successful institutions in the province. The Free Church school holds its own still, but the City Aided School divides the field with it. I regard this as one of the most satisfactory features of our educational work. Government money has not been misused in checking private enterprise; and the operation of private enterprise in the sphere in which it most suitably operates has been most successful. There are two excellent schools in Nagpur supplying higher education to over 350[1] boys, besides primary education to 550 boys. These two schools are under private management, and receive only grants-in-aid from Government.

[1] The figures taken from the report for 1880-81 are—

	High School.	Middle School.	Total.
Free Church school	82	112	194
City aided school	56	109	165

For my own part, I should like to see a similar policy carried out in Seoni. I mention this case as an illustration of the answer I should be inclined to give to the 68th question. In reporting on tha Seoni zilla school, in the annual report for 1880-81, Mr. Browning says,—"This school has to compete with a very well managed middle school belonging to one of the Scottish Missionary societies." The school in question did not at the time when that report was written receive any grant-in-aid: I do not know that it receives any yet. It does not submit returns. But I know the school, and can fully corroborate what Mr Browning says of its efficiency. In that case, it would

be well in my judgment to close the Government zilla school as soon as possible. Let it be ascertained that the mission school has a fair prospect of being permanent, that it will submit to inspection, and continue to supply an excellent education, and I can see no sound reason for spending Government money in the support of a rival institution. The mission school has at present two European teachers and an excellent Native teacher, besides the subordinate staff. It is well attended, popular, and successful. Our funds, which there is every reason to spend with strict economy, would be better spent in spreading education elsewhere than in supporting a school for higher education here.

My view on the subject raised in this and the 68th question is, then, briefly this. Government is bound to supply primary education; and it is not relieved of its obligation by the existence of a school to which the people object on religious grounds. But Government is not bound to supply higher education; and although it is justified in doing so to a certain extent in the absence of private enterprise, it is not justified in spending money in this work where another agency exists for doing it well, even though a section of the community may object to that agency on religious grounds.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained in introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—My acquaintance with the work of educational officers in this province enables me to say confidently that they do not take too exclusive an interest in higher education.

Ques. 51.—Is the system of pupil-teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The system of pupil-teachers and monitors is in force in this province, and works well.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—I do not think that a tendency has been shown of late years to raise primary into secondary schools unnecessarily or prematurely.

Ques. 53.—Should the rate of fees in any class of schools or colleges very according to the means of the parents or guardians of the pupils?

Ans. 53.—I am opposed to the rate of fees in any class of schools or colleges varying according to the position or means of the parents or guardians of the pupils. But, as I have already indicated, I am of course in favour of help being extended to parents or guardians in certain cases so as to enable them to pay the fees that may be fixed.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—I do not think that the profession of teaching would be a profitable one in this province, nor do I know of any schools being opened by men of good position as a means of maintaining themselves.

I do not think that I have anything worth recording to say on Questions 55, 56, 57, 58, and 59.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—If it were possible for me to conceive that a strict interpretation of the principle of religious neutrality required the withdrawal of Government from the direct management of all schools and colleges, I should at once abandon that principle as strictly interpreted, but I have already indicated that, in my judgment, Government ought not to maintain an institution of the higher class in opposition to an existing institution, the only objection to which is a religious one.

Ques. 61.—Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

Ans. 61.—I am in favour of the institution of University professorships, in addition to ordinary college methods; but I am doubtful whether we have the material in India for making them really successful, or enabling them to exercise a really important influence on the quality of high education.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I do not think that promotions from class to class should depend on the results of public examinations extending over the entire province. They should largely depend on general intelligence, and therefore on *vivâ voce* examinations.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are tha arrangements which you would suggest?

Ans. 63.—I think that the head master of every school receiving aid from, or maintained by, Government, should be compelled to assure himself of the past history of any boy who has apparently been already under instruction and who does not bring a certificate from the head master of the school he last attended, before enrolling him as a pupil. And the head master of such a school should be compelled to grant a certificate to every boy voluntarily and properly leaving his school for another. No master of any such school should be allowed, without the previous sanction of the circle inspector, to receive a boy who has been expelled from, or improperly left, another school. I have seen cases in which discipline has been very much interfered with from the neglect of such precautions; but I am not aware of the present rules (if any) on the subject.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one

college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I do not quite see the utility of a model college.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—European professors should be employed in colleges pretty freely at present. I see no reason why a European should be employed, unless he is a better man than his Native rival. But there are certain subjects which, my experience leads me to believe, Europeans are as yet better qualified to teach than Natives. And I think that the moral tone of European is higher than that of Native education. I have heard many Native gentlemen say so, and speak with grateful reverence of some of their old European professors. I do not think the importance of moral tone can be over-estimated; and, although I have known Native gentlemen of the highest and purest tone, yet I am of opinion that it is still easier to get worthy European professors; and until this condition of things is altered, higher education should be chiefly in the hands of Europeans.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—I judge that European professors would be employed in colleges under Native management, because I find Native princes and gentlemen employing them as tutors to their children.

Ques. 67.—Are the circumstances of any class of the population in your province (*e. g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—I do not think that any class of the population of this province requires exceptional treatment in the matter of English education. The difficulties met with regarding Muhammadans elsewhere do not I think exist here.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—I have included my answer to this question in my answer to the 49th.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—The position of the City Aided School in Nagpur is an instance of a school under Native management holding its own with one under European management (the Free Church Mission School).

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—The conditions on which grants-in-aid are given in this province are not, in my judgment, more onerous and complicated than necessary.

By Mr. Browning.

Q. 1.—Was not the boy mentioned in your 21st answer a religious mendicant or bhikshuk?

A. 1.—Yes.

Q. 2.—Might not the idea the religious mendicant had that he should not pay for his son's education have arisen from the fact that as a bhikshuk he thought that free education of his son would be a religious merit?

A. 2.—No, that was not the ground; the ground was that Government should give it.

Q. 3.—In order that Government might acquire religious merit?

A. 3.—In order that the boy might be educated.

By the Rev. W. R. Blackett.

Q. 1.—You would not (answer 8) place zilla schools under Municipal committees for support and management. Would you give to those committees the power of giving or refusing support to aided schools?

A. 1.—I would not make the grant from provincial revenues to aided schools dependent on the will of the Municipality. The attitude of the Municipality may be hostile to a school which it does not understand and with which it has nothing to do. The mission school at Nagpur may be taken as an instance. The principle is that schools which are not Municipal institutions should not be subject to the will of the Municipality.

Q. 2.—From your figures in your answer 21, I infer that the average amount of fees paid by each student in the Jubbulpore High School is ₹13 per annum, or about ₹1 per month. Do you consider this as much as ought to be paid by the class of students who attend that school?

A. 2.—No, I do not.

Q. 3.—Do you think that boys who cannot afford to pay more than this are proper subjects for higher education to be supplied by Government, excepting of course those boys whose talents enable them to obtain scholarships?

A. 3.—I do not think scholarships should be entirely dependent on talent. I do not think that Government ought to pay the cost of higher education for boys who cannot afford to pay more than this for themselves, excepting, of course, special cases which would be met by scholarships.

Q. 4.—Would you kindly state your reasons for opposing the rate of fees varying according to the position or means of the parents or guardians of the pupils? (Answer 53.)

A. 4.—I think that in schools where Government is bound to give education, it ought to be given so cheaply as to make it generally available, and the cost ought to be met by general taxation, not by special taxation of those who avail themselves of it. And in the case of higher education I think the cost ought to be met by the fees.

Q. 5.—You think that promotions from class to class should not depend on public examinations extending over the whole province. Do you mean that they should be left, in many cases at least, to the discretion of the authorities of the school?

A. 5.—I think the promotion from school to school should depend on a general examination. Within the school, promotions from class to class ought to be left to those who have the control of the school.

By THE PRESIDENT.

Q. 1.—With reference to your answer 8, may we take it that you think Municipal committees and district boards should have the financial control and the financial responsibility in local school circles?

A. 1.—I think so. This should be aimed at.

Q. 2.—Would you then restrict the function of the Education Department in such schools to the work of inspection; or what duties would you assign to the Department?

A. 2.—I would give the Department the task of inspection, the appointment of masters, and their dismissals, to the extent, at any rate, of a power of veto on dismissals by the local board. I do not think the system of giving the Department the power of appointment and dismissal of masters under local boards is a sound one in principle or that it should be permanently continued. I suggest it for the present, because our supply of masters depends on the Education Department, and the quality of that supply would be affected injuriously by any feeling of uncertainty which the masters might have under local boards.

Q. 3.—A proposal has been made to the Commission to increase the emoluments and status of village schoolmasters by making them the village postmasters, allowing them a house or small grant of an acre or two of land, and permitting them to sit on a chair in the presence of the tahsildar. Will you favour us with your views regarding these suggestions?

A. 3.—It is not uncommon in the Central Provinces to have the schoolmasters also the postmasters. They sell forest licenses. They are sometimes secretaries to Municipal committees. I am certain that they do not perform their own duties the worse for these small additional employments. I think that the giving of a small grant of land might increase the position of the schoolmasters in a much larger measure than the mere money value of the croft. I would not allow a schoolmaster, as such, to claim a chair in the presence of the tahsildar. But I should like to add that the position of the village schoolmaster here is a respectable one in his little community. It is far superior to the village watchman. The schoolmaster can make his own position, and often makes it a very good one.

Q. 4.—With reference to your answer 12, a suggestion has been frequently made to the Commission, to pay indigenous schoolmasters on a mixed system; partly by a small minimum allowance of R1 to R4 a month, and partly by a capitation grant on the pupils, regulated by their standard of proficiency as ascertained by examination.

A. 4.—In the Central Provinces the fixed pay is practically given by private fees, or by the indigenous teacher's allowance as zemindari munshi or in some other capacity. The Government allowance here practically amounts to an increase to his smaller fixed income. I do not think that indigenous education in the Central Provinces would be improved by the Government giving up the principle of payment by results.

Q. 5.—Do you think that the sons of non-agriculturists should be educated, even partly, at the cost of a village cess levied from the agriculturalists? Does, this question arise in the Central Provinces?

A. 5.—I would admit agriculturists and non-agriculturists on exactly the same terms into the primary schools. But I would take measures that both agriculturists and non-agriculturists fairly contribute by taxation to the maintenance of those schools.

Q. 6.—Do you regret the absence of any college in the Central Provinces which would be capable of carrying on the education of the youth from the First Arts to the B.A. and M.A. standards, so that the boys might not be forced to seek college instruction in other provinces, as at present?

A. 6.—Yes. I think the system of education in the Central Provinces is quite broad enough to support a college education on the top of it, as an institution within our own territories. The additional expense would be very inconsiderable.

Evidence of MR. ELLIOTT, *Superintendent, Male Normal School, Jubbulpore.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been employed in these Provinces for the past 18 years, as head master of the Bishop's School, Nagpur; as 1st assistant and head master of the Jubbulpore high school, as superintendent of the Male Normal School, Jubbulpore, and as inspector of schools, Eastern Circle. I have lately returned from a 15 months' visit to England, where, in company with several inspectors of schools, I visited many primary schools in London and the country, and made myself thoroughly acquainted with the system of primary education as it now exists there.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—I do not consider that the system of Government primary education has been placed on a sound basis, neither do I think the present system capable of development up to the requirements of the community. I will endeavour to show what grounds I have for forming this opinion. Scattered over the 18 zillas into which these provinces are divided, are 800 village and town schools. Most of the former contain four classes, the latter five. These are supported by funds derived from the two per cent. cess levied on the land and a grant from the local Government. The curriculum and the school-books in use I think exceedingly well suited to the wants of the schools. The masters are trained and certificated men from the three Normal schools at Jubbulpore, Nagpur, and Raipur. A few for the Uriya schools of Sambalpur are trained in the zilla school of Sambalpur and the vernacular town school of Burgarh. The pay of the village schoolmasters ranges from R8 to R20. These schools in each zilla are under the management of the

Deputy Commissioner assisted by a Native Deputy Inspector. Attendance at school is supposed to be voluntary, but in most districts a certain amount of pressure is brought to bear on the village headmen to ensure anything like a fair attendance. When the Deputy Commissioner has been a man interested in schools, this pressure has often assumed a severe form, and I have known cases when a harsher word would better describe its character. Were this pressure taken off and the people informed that attendance was optional, there is no doubt that the attendance in our schools would fall 50 per cent. Education is unpopular in many of the agricultural districts of these Provinces, and there are parts I have visited where it is positively hateful to the people. This, I believe, is chiefly owing to the pressure above mentioned. Another cause is the loss of the child's labour while at school. The old system tended to encourage the master in keeping lads at school long after the age when they ought to have been assisting in the fields. The lately introduced lower and upper primary examinations, *if properly worked*, will in time remedy this defect. To each school there is a committee, generally composed of the malguzar and a few of the leading men of the village. Many of these members are totally illiterate, and the majority of them looking upon their duties as a nuisance, either neglect them altogether, or perform them with reluctance. A few committees from various motives do their duty heartily and well, subscribe money for books, slates, &c., for poor lads, and generally take a healthy interest in the welfare of the school. But in many cases, instead of the committee being a body able to supervise the work of the master and direct his actions, they are looked upon by him as a convenient body on whom to shift the blame for want of success in numbers, attendance, or teaching. I have known many instances where the malguzar has consented to become the humble servant of the master, ready at all times to do his bidding for fear of being reported to the Deputy Commissioner.

When an energetic Deputy Commissioner, one interested in the spread of education, takes charge of a zilla, his Native subordinates take their cue from him, and the schools of that district grow and flourish. Should he be succeeded by one supine in matters of education the schools languish; and this is the educational history of many districts in these Provinces—schools flourish or fade according to the amount of interest taken in them by the executive officers of the district in which they are placed. Such a system of education is in my humble opinion one that has *not* "been placed on a sound basis" and is *not* "capable of development up to the requirements of the community." A system of fixed pay for the teachers will not work successfully in this country any more than it did in England. There are, it is true, grades amongst the teachers, and a master knows that by diligent and successful service he may arrive at the 20 rupees grade, but having gained the height of his ambition, having reached the top of his educational tree, he folds his hands and rests content,—there is nothing further for him to strive after, his only care for the future will be to give that modicum of successful work which will ensure him from being degraded to lower pay. The altogether lazy man—and I have found them plentiful enough, for I believe in no profession are there so many temptations to idleness as in that of the teacher—argues thus within himself: "My pay is eight rupees, quite sufficient for my wants; if I work and improve my school, I may not get promotion. If I take mine ease my pay is still eight rupees,—why should I trouble?" Nor need we be surprised that the Native teacher should be thus found wanting in a proper sense of his duty, when we reflect that his brother teacher in England has been similarly condemned and placed under a system that *makes a great part of his emoluments depend on his success as a teacher*. To this part of the question, then, I would reply that it is my firm belief, founded upon an intimate and practical acquaintance with the English national school system before and after the introduction of the new code by Mr. Lowe in 1862, and also after 18 years' experience in this country as teacher in English and Normal schools and as inspector of schools in the most backward districts of these Provinces, that *no system that does not make the teacher's pay depend on his success* will ever work well in this country. Regarding the latter part of the question, I think the course of instruction very suitable to the wants of the people.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Not by the people in general, but by Brahmins only, and not always by them amongst the Uriyas of Chhattisgarh.

Nearly all the lower castes, and most of the agriculturists, do not wish for education,—first because of their poverty; and second, because they do not recognise the necessity for it.

Our schools are open to all, but in some parts of Chhattisgarh the admission of a low-caste section of the people, called Gandas, would empty the schools of the respectable castes. In some places these children are taught separately in the school verandahs.

Something similar to that of the English farmer towards the education of the farm labourer's children 40 years ago; they think poor and low-caste people best without any.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—There are in these Provinces about 330 indigenous schools, of which 131 are in the circle of which I had charge for two years.

They are not a relic of any ancient village system, but are a modern creation. Here is a description of them, as they now exist, written by the Commissioner of the Division:

"About 11 years ago the then Deputy Commissioner divided the khalsa of Raipur into a number of school circles, each circle containing several villages, and allotted a school to each circle. When a Government school existed, that school was the school of the circle, and where no Government school existed a desi school was established, and the malguzars of the villages of the circles were requested to contribute the amount required for its support. The people probably did not want these schools, and in several places the villagers will tell a visitor that the location of a school in their village was due to the tahsildar owing the malguzar a grudge. As time went on, some of the malguzars here and there resisted the burden of a desi school, and in such case the school fell through, but as a rule the malguzars did not complain because they paid nothing out of their own pockets, and, as is the way in this Division, often collected more from the ryots on account of the schools than they paid into the treasury as their own subscriptions. The sums taken from individual ryots, however, were not large and were consequently not felt by the payers, and the system, although irregularly started, worked without jarring. Gradually the teaching status of the schools improved, educational result grants were obtained; and there are now 131 of these desi schools with an average attendance of 4,000 boys doing a large amount of present good and promising eventually to become really national institutions for the primary education of the mass of the people.

"But the financial arrangements connected with these schools are very defective. The subscriptions amount to nearly ₹12,000 per annum irrespective of the Government grants by results."

The Commissioner therefore suggested certain alterations, and the following rules were made:—

"We start with the assumption that each of the desi schools must be recognised as a separate proprietary institution supported by private subscriptions, every rupee of which is to be spent on the school for which the subscriptions are raised.

"*Rule a.*—That a committee of three or more members selected from the subscribers shall be appointed by the Deputy Commissioner for the management of each school.

"*b.*—That a list of villages showing the names of the subscribers to the school, the malguzar's name being entered first, together with the amount subscribed by each, shall be drawn up for each school by the patwari of the circle under the supervision of the malguzars and school committee. One copy of these lists shall be forwarded to the master of the school, one to the tahsildar, and one to the Deputy Commissioner signed by the malguzar.

"*c.*—In fixing the amount of subscription to be paid for any particular school, the substantive pay of the master shall be taken at from ₹5 to ₹8 per mensem, and to this shall be added a share of the pay and contingencies of the desi school's moharir at head-quarters, and the pay of such additional school establishment as the Deputy Commissioner, on the recommendation of the school committee, may sanction. No subscriptions in excess of this amount shall be collected.

"*d.*—A Government grant by results when received shall be allotted—$\frac{3}{5}$ to the master, $\frac{1}{5}$ to meet miscellaneous school expenditure, such as repairing the school-house or supplying furniture, and $\frac{1}{5}$ as prizes for the boys.

"*e.*—Desi school-houses in future shall be built in the style usual in the village in which they are situated, and all needless expense in their construction shall be avoided.

"*f.*—Savings of every kind shall accrue to the school in regard to which they occurred," &c., &c.

The masters are trained in the Raipur Normal school, where they obtain a desi master's certificate for a less number of marks than go to secure a village schoolmaster's certificate.

No fees are charged.

These schools, though started 11 years ago, when visited in 1877-78 by Mr. Thompson, were described as being in a most deplorable condition in regard to everything that goes to the making of a good school. It may be asked, then, if this system of payment by results be so good for schools in this country, why, after so many years, have not these schools improved? My answer is because—

1st.—Though the school was examined and paid for on the results of the examination, *the master as a rule received no part of the grant*, thus the very backbone of the system was wanting. It was divided amongst the malguzars, who, as the Commissioner shows, paid no part of the cost. The ryots bore the expense of the school, the malguzars pocketed the grants.

2nd.—These schools were left for the most part to the tender mercies of sub-deputy inspectors on ₹30 per mensem, and were examined by a Native assistant inspector.

3rd.—Any prosperous indigenous school was turned into a Government village school, any unprosperous Government village school was turned into a desi school, successful desi masters were appointed to Government village schools, and Government village masters were punished and degraded by being sent to take charge of desi schools,—so all that was *good* was made *Government*, all that was *bad* was *desi*. With such treatment could it be wondered at that these schools showed but little improvement?

4th.—These schools are opened in small villages where the people are least able to support them, whilst in the large and prosperous villages where the cost of an indigenous school could be most easily borne, there a Government school was provided.

The above defects were duly pointed out to the Inspector General, and some of them were by him remedied. In 1880, Colonel Lucie Smith, the Commissioner of Chhattisgarh Division, writing on education, says:—

"If the aided indigenous schools of Raipur are carefully worked on the 'result system,' and no attempt is made to press the people for subscriptions to erect expensive school-houses, or to supply expensive furniture, they will improve, flourish, and eventually their whole maintenance and management, subject only to inspection by educational officers, will pass into the hands of the village elders."

Were schools established on the Raipur indigenous school system, or a system analogous to it, in place of our Government village and town schools, the number of schools could be vastly increased, because they could be more economically worked. One objection I have heard raised against the general introduction of the result system is that the Native district inspector could not be trusted to examine for the grants, and that there would in consequence have to be an increase in the number of inspectors. With any great increase in the number of schools there would of course have to be an increase in the inspectors, but on the various occasions I had to trust the district inspectors to examine for the grant, I had no reason to doubt their honesty in the awards they made. Regarding the inspectors' work being increased under a general adoption of the result system, I submit that it would be decreased. Under the present system a constant and vigilant supervision of schools is necessary to keep the masters to their work, but under the other, schools could be left more to themselves, as laziness would carry its own punishment in the shape of a decreased grant at the end of the year. Beyond an occasional "visit of surprise" to test the registers, the inspectors need not visit the schools except once a year. In the zamindaris at Sarangarh and Khyragarh some indigenous schools have been

opened upon a plan sketched out by me when acting inspector of schools in Chhattisgarh, and I believe they are working well. The masters are paid a small salary from the State, and the schools are yearly examined by the inspector or his assistant under the same rules as the Raipur indigenous schools are examined; the greater portion of the grant thus earned goes to the master.

My experience of aided indigenous schools is confined to the Sambalpur district of these provinces, and I do not remember one good school worked on that system.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—Our primary school teachers are carefully selected from amongst the monitors, assistants, and elder lads of our schools by the deputy inspectors, and are then subjected to an entrance examination set by the superintendent of the Normal school. There are always more candidates than vacancies. As the educational wants of each zilla are kept in view when the scholarships are awarded, it occasionally happens that a clever candidate from a zilla supplying more men than is required, is rejected in favour of a less clever man from another zilla where the candidates are few.

The social status of the village schoolmaster generally depends on the man himself. If he be a man of good caste and character, he is usually respected and possesses considerable influence among the villagers.

In some villages of these provinces, too small to possess a post office, outside the village school hangs a letter-box. The master makes up the bags once a day and receives a small monthly allowance from the Postal Department. The little work this entails does not interfere with the master's school duties; it enables the Department to establish post offices at small expense, and improves the position of the teacher.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I have already partly answered this question in my replies to Nos. 2 and 4. I wish, however, to make one or two remarks here on the system of "payment by results" as it is worked in these Provinces. Our plan is to give grants for scholarships and attendance only. This differs from the English plan as contained in the code just issued, which gives in addition grants for singing, needlework, and a "merit grant" in respect of—

(1)—The organisation and discipline;
(2)—The intelligence employed in instruction;
(3)—And the general quality of the work, especially in the elementary subjects.

These additions I think might with benefit be made to our result system of examination, for, as Mr. Mundella lately said when giving his reasons for this alteration in the English code—

"It will be the general good teaching of the school; it will not be the school which slips through the biggest number of passes that will obtain the highest grants (that is the case with our system). A school may be an excellent school, but with a lower percentage than a school which scrapes through a great number of passes. It is not the man who gets the highest number of passes who is always the best teacher; it is the man who does his work most conscientiously in every department. That is where the 'merit grant' will come in."

The grants to our indigenous schools at present are perhaps too low; the addition I have mentioned would improve them, and when it was thought schools were beginning to earn too much, it would be an easy matter to *bring up the standard*.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—I would vote for "No fees,"—our primary education should be *compulsory*, *secular*, and *gratuitous*.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—When in Chhattisgarh I tried the experiment of admitting little girls into some of the village schools, and I did not find the people more averse to sending them than they were to allowing their boys to attend. In the indigenous schools the masters readily agreed to admit and teach them, as the grant for a girl who passes is double that for a boy.

Whether the idea has been carried out by my successors I do not know, but in my own mind I am convinced that mixed schools ought to precede girls' schools, and to every large mixed school I would send a trained couple, man and wife, to take charge of them. It is probable that the majority of the girls would not read beyond the second class, but a great step would in this way be taken towards familiarising the people with female education. In any place where the number of the girls attending the mixed school increased to such a degree that they could not conveniently be taught with the boys, a separate girls' school might be opened. In this way we should be saved the expense of opening girls' schools in places where they are not likely to succeed, and the humiliation of having to close them after they have proved failures. The trained mistress would only teach the first and second classes, and need not therefore have read beyond the third standard. The husband would teach the upper classes. Mixed schools are the rule in small villages in England, and I do not know anything that would prevent their being established in the rural districts of India.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—In addition to the defects referred to in my previous answers, I would beg to mention one or two others:—first regarding a defect pointed out by the Commissioner of the Chhattisgarh Division in a letter written by him on the subject to the Chief Commissioner, and I may add that in regard to Raipur itself the Inspector General afterwards gave orders for the removal of the defect referred to.

Copy of a letter, No. 6725, dated 17th November 1879, from Colonel C. B. Lucie Smith, Commissioner, Chhattisgarh Division, to the Inspector General of Education, Central Provinces.

"I have the honour to bring to your notice the following defect as it appears to me in the Government system of education in this Division.

"Anglo-vernacular schools exist in five of the towns, *viz.*, zilla schools at Raipur, Sambulpur, and Bilaspur, and Anglo-vernacular town schools at Dhamtari and Drug. In each instance the Anglo-vernacular school is supplemented by

branch schools, but these teach only up to the third vernacular class; and when a boy has passed through the third vernacular class he must either relinquish his education at that point, or must enter the Anglo-vernacular school, where learning English is compulsory. But in the majority of cases the boy's parents do not wish him to learn English, for the knowledge of that language will be of little practical value to him, while the time devoted to acquiring it will be so much taken from the time which would otherwise be given to the knowledge which they do wish him to acquire, namely, the knowledge of his own language and the knowledge of subjects taught in that language. The consequence is that on the one hand many boys who would gladly acquire a sound education in their own language leave the branch schools when only half instructed, and on the other the lowest class of the Anglo-vernacular schools is swamped with boys to whom learning English is not only a waste of time, but an obstacle to acquiring the education they really require. Thus for a boy who desires only a sound education in his own language, the town of Raipur or Sambalpur has far less educational advantages than has an outlying village with a good village school. Take the Raipur zilla school for example: at present there are 194 boys in all, of whom 117 are in the lowest class. Probably with a good vernacular school available, this class would not number 50 pupils.

"2. The first aim of our educational system, if I mistake not, is to afford to every boy an opportunity of acquiring a sound education in his own tongue, and the indigenous and branch schools of this Division are now doing much to spread primary education among the masses, while the village and vernacular town schools, in all but the five large towns, take the pupils further on. It remains, I submit, to complete the system in these five towns, by supplementing each Anglo-vernacular school by a vernacular school in which the pupils can be taught up to the sixth class. The means are at hand in the existing branch schools, and the cost will not be heavy, for by receiving into the Anglo-vernacular schools only those boys who really desire to learn English a saving will come in the cost of the Anglo-vernacular institutions, which will go towards meeting the increased expenditure required to provide that one branch school in each of the five towns shall teach up to the sixth class. I would ask you, then, to be so good as to consider the subject, and it may not be out of place if I add that the views I have expressed have Mr. Elliott's concurrence."

Among the minor defects I would enumerate the following:—

1. The great length of the school-hours, seven hours being in my experience too long for both masters and pupils. No teacher who does his duty honestly can teach for seven hours a day, the children, too, get tired, and find school-going irksome. I would recommend that the school-hours be reduced to five, out of which half an hour should be spent in the play-ground. Under the new code 1½ hours is an attendance for an infant school and two hours for older children.

2. In the absence of any long vacation in the hot weather, I would advocate that the holidays for village schools be same as for our English schools.

Ques. 51.—Is the system of pupil-teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The pupil-teacher system, as it is worked in England, does not exist in these Provinces. But in most primary schools monitors are appointed on small stipends. Some of them devote the whole of their school time to teaching, others read in the upper class part of the day. These are the lads who, when old enough, enter the Normal school on scholarships and become certificated schoolmasters. They are the best Normal students, and from their early training they make the best teachers. Many of these monitors are paid by subscriptions raised by the school committees. In many of the indigenous schools of Chhattisgarh, monitor peons are employed whose duties are to look up absentees and assist with the teaching of the lower classes. The monitor system works fairly well, but no provision is made for their instruction by the head teacher out of school-hours; so it often happens that a monitor who after two or three years' teaching presents himself for admission to the Normal school is less ready to pass the entrance test than he was when fresh out of the top class. Of course, after a master has worked seven hours in his school, it is hardly to be expected he has either energy or the inclination to teach his monitors. If the school-hours were curtailed to five, the master might then be required to give an hour's instruction to his assistants, and either get a small yearly grant for it, as is done with pupil-teachers in England, or receive a bonus upon their passing the entrance examination into the Normal school.

Cross-examination of Mr. Elliott.

By Mr. Browning.

Q. 1.—For how long did you officiate as inspector of schools in the Eastern Circle?

A. 1.—Two years.

Q. 2.—With reference to your answer 2, you have, I think, no actual personal experience of the working of any village school committee except in the eastern circle?

A. 2.—No.

Q. 3.—I suppose you know that many school committees, especially in the Northern and Southern Circles, take an enlightened interest in the schools over which they preside?

A. 3.—Yes, I do know that.

Q. 4.—With reference to your answer to question 2, would you relieve Deputy Commissioners from the control of primary schools?

A. 4.—Certainly not.

Q. 5.—If, in your opinion, Deputy Commissioners should remain responsible for the state of primary education in their districts, is it not likely that in some instances the pressure which in your opinion has in some places made "education hateful" will be exercised?

A. 5.—If the present system of education continues, the only remedy that I suggest is the introduction of the payment by results as described by me.

Q. 6.—You were present when the valuable evidence of Mr. Fraser was given. He said—"But if the question is the payment of schoolmasters in Government schools by results, then the aspect of the matter is quite altered; the result would be the very opposite. Instead of thereby securing good teaching, the tone of the service would be lowered. Government schoolmasters are kept up to the mark by far more suitable means than by making their salary uncertain." Does this expression of opinion induce you to modify any of your views regarding the desirability of paying our masters by results?

A. 6.—No, not at all.

Q. 7.—You say that when a vernacular schoolmaster gets to the top of the educational tree, he folds his hands and rests "content." But under Circular 7 of 1870, every year the salaries of village schoolmasters are subject to re-arrangement according to their work. Last year in all

districts 83 schoolmasters were degraded and 164 were promoted. Is it possible for any village schoolmaster to neglect his work for any length of time without punishment?

A. 7.—No.

Q. 8.—With reference to the same answer, are not the best teachers by far the best workers, as at Khurai, Garhakota, Deori, Singhpur, Pandurna, &c.; and are not men who have got to the "top of the educational tree" degraded and sent to less important schools for bad work, as witness for instance the transfer of the Ratnapur master to Nowgaon with loss of pay, and of Nowgaon to Ratanpur? This happened in your own circle.

A. 8.—I think I have stated in my reply that a teacher would be degraded if he did not work under the present system. His only care for the future will be to give that modicum of successful work which will save him from being degraded to lower pay.

Q. 9.—Does not the present system make the teacher's pay depend to a certain extent on his work, except that, unless especial application is made, the Educational Department are unable to reward sufficiently very successful and industrious teachers?

A. 9.—It does.

Q. 10.—Would it be fair to expect more than a "modicum of successful work" from a man on R8 a month, who did not want promotion?

A. 10.—The fault I find with the present system is that we have to be content with a low standard of efficiency.

Q. 11.—Do you know that the Inspector General of Education receives all reports from circle inspectors and insists upon punishment following bad work? Directly he receives monthly inspection reports he goes over the reports on each school and writes to Deputy Commissioners asking what punishment has overtaken the careless and idle. Do you know this?

A. 11.—Yes, I know this.

Q. 12.—Also when a master does exceedingly well and the inspector reports, the Inspector General of Education asks the Chief Commissioner to allow of a special reward, as recently at Khurai, and in your own circle, for special attention to singing for instance. Do you know this?

A. 12.—I know of one case: the girls' school at Mangeli.

Q. 13.—If malguzars, as you say in answer to question 3, think poor and low-caste people better without education, could schoolmasters in remote villages, without the aid of Deputy Commissioners and tahsildars, induce poor and low-caste children to attend school?

A. 13.—It would be very difficult for them to do so.

Q. 14.—If the personal influence of schoolmasters cannot attract children to school, how will it be increased by paying masters by results?

A. 14.—I don't admit that schoolmasters are unable to attract children to school; I am sure they can.

Q. 15.—Then, if they can, why should the aid of Deputy Commissioners be invoked at all?

A. 15.—I don't say that schoolmasters can induce all to come to school, but they can some. I don't know about a sufficient number.

Q. 16.—If some malguzars and school committees hardly exert themselves to get boys to attend schools when they are asked to do so by Deputy Commissioners, will they exert themselves, and make boys attend simply to increase the pay of the teacher?

A. 16.—I don't think they will.

Q. 17.—Will not malguzars in very backward districts rather use their influence to prevent the attendance of children, so as to get the school removed?

A. 17.—They do that already.

Q. 18.—You say that the schoolmasters of result-aided schools in Raipur formerly,—that is, before 1878,—received no part of the grant. Is not this an over-statement? The schoolmasters sometimes received a certain share on the recommendation of the assistant inspector of schools,—*vide* documents here presented.

A. 18.—If they received any part of the grant, it was the exception, not the rule.

Q. 19.—Up to 1878 were not the indigenous schools especially under the charge of an officer entitled the assistant inspector of schools?

A. 19.—I believe they were.

Q. 20.—From the appointment of an assistant inspector for indigenous schools up to 1878, did inspectors of schools consider themselves responsible rather for Government schools than for the state of the result-aided schools?

A. 20.—Yes, they did.

Q. 21.—Did not masters before 1878 often petition to be removed from result-aided schools to Government schools, and were not malguzars anxious rather to have a Government school than a result-aided school in their villages?

A. 21.—I don't know.

Q. 22.—Do not the malguzars now prefer a village Government school to a so-called *desi* school?

A. 22.—I have never known a case where the malguzar wished to change a *desi* school into a Government school; but I have known several cases in which the villagers wished to change a Government school into a *desi* school.

Q. 23.—Have you read the last report of the Deputy Commissioner, Raipur?

A. 23.—No, I have not.

Q. 24.—Are good *desi* masters in Raipur now transferred and good result-aided schools now made village Government schools?

A. 24.—No, not now. That was the state of affairs before 1878.

Q. 25.—The unfair treatment of result-aided schools in Raipur that existed before 1878 distinctly does not now exist. Is this the case? The question is asked with reference to the cross-examination of Mr. Ambica Charan Banerji.

A. 25.—It does not exist.

Q. 26.—You mention that in Raipur indigenous schools have been opened in small villages where the people are least able to afford them. Are not these indigenous schools supported by groups of villages?

A. 26.—They are.

Q. 27.—You say that the result-aided schools in Khairagarh are working well. But the Deputy Commissioner, Raipur, in his last report says with reference to the zemindari schools: "I have visited almost all these schools during the cold weather,

and I have no hesitation in saying that, as schools, they are all bad except in Khairagarh itself. As places where a select few can obtain a smattering of education there is something to be said for them, notably in Kanker, where I saw several men in the service of the Raja who were fairly well taught, but as schools for the people they are useless." In any result-aided village school system, would schools tend to become rather institutions for the select few than for the many?

A. 27.—In answering this statement I should like to mention that the Sarangarh school is reported by the Deputy Commissioner, Sambalpur, as being so crowded with boys, the attendance having risen from 30 to 200, and the grant to R277, that the Deputy Commissioner suggests that it would be advisable to go back to the old system of fixed salaries to schoolmasters so that he may get out of the difficulty.

Q. 28.—I understand from your fourth paragraph of answer 4, that you say that Government schools worked on the payment-by-result rules could be more economically worked than Government schools are at present. Is it not a fact that already there are great complaints regarding the low pay of some of our Government schoolmasters?

A. 28.—Not that I know of.

Q. 29.—With reference to your answer 12, have you read the grant-in-aid rules for indigenous schools published in 1880?

A. 29.—Yes, I have read them, and I find a grant is given for sewing.

Q. 30.—I suppose you know that these grant-in-aid rules have been frequently translated and circulated to all zilla inspectors, Deputy Commissioners and village schoolmasters. They were translated and amended in 1880, and appended as a supplement to the *Marathi and Hindi Central Provinces News*, which I place on the table.

A. 30.—I was then at home.

Q. 31.—Do you think that any Deputy Commissioner would consent to be responsible for the state of primary education in his district, if the pay of all the schoolmasters depended on the results of an examination by the circle or zilla inspector?

A. 31.—Their pay will only partly depend on the results of the examination. I propose to give them fixed stipends besides the results grant; so that a lazy man would receive a small salary, and an industrious man a larger salary.

Q. 32.—Would not schools be much improved if circle inspectors, instead of being obliged often to see two schools in a day, could spend a whole day even in a small school, and not only examine the boys, but see the masters at work, and instruct them as to the proper methods to be employed in teaching?

A. 32.—Most certainly.

Q. 33.—Is it a complaint that the visits of inspectors are too hurried? All classes are indeed examined, and so are all the boys, but the masters' methods of instruction often do not receive that attention that a more leisurely inspection would enable the inspector to give?

A. 33.—Yes; in inspecting a school, I should first like to see the school at work, before commencing my examination.

Q. 34.—Do you know that on the receipt of the annual inspection report from one of the circle inspectors, proposals were very recently formally made to amend the result-aided rules and to give the merit grant that you desire?

A. 34.—Yes. Since I wrote my evidence, I find provision has been made.

Q. 35.—When the letter of November 1879 which you quote at length was written, I was in the Eastern Circle. I found that no boys at Drug, Dhamtari, Sambalpur, and Bilaspur desired to learn only the vernacular beyond the third vernacular class. Do you know this?

A. 35.—I don't know.

Q. 36.—Do you know, with regard to the same letter, that the subject was fully discussed and a report submitted to the Chief Commissioner after consultation with your predecessor in the Eastern Circle?

A. 36.—The defect pointed out was altered in Raipur; it still exists elsewhere.

Q. 37.—Recently enquiries at Drug and Dhamtari have again been made, and it has again been found that no boys desire to discontinue, at the schools mentioned, the study of English; and the Deputy Commissioner, Raipur, reports that if the study of English is not continued, the subscriptions of R30 a month now raised for the Drug and Dhamtari schools will be discontinued. Are you aware of this?

A. 37.—No; I am not aware.

Q. 38.—Amongst the minor defects you notice the great length of the school-hours, which you say are seven. But six hours are prescribed by the Educational Department, and I have received a letter from the zilla inspector of schools, Raipur, saying that the village schools there are only open for six hours. How is it that you talk of seven hours as the length of the school day?

A. 38.—Some of the schools only meet six hours, but some meet for seven.

Q. 39.—Have you brought the length of the school-hours to the notice of the Inspector General of Education?

A. 39.—No; I have forbidden such long hours.

Q. 40.—Have you read the school committee rules, paragraph 7, which say that the committee should always be consulted regarding the hours for opening and closing?

A. 40.—Yes.

Q. 41.—Has any complaint ever been made to you or your predecessor by any school committee regarding school-hours which has not received immediate attention?

A. 41.—No, I have not heard of any complaint being made by the school committee.

Q. 42.—Do you know how our school-hours for primary schools were originally fixed, subject to modification, at the request of school committees?

A. 42.—No; I don't know anything about it.

Q. 43.—What holidays do you advocate for village schools?

A. 43.—I advocate long holidays during the hot weather.

Q. 44.—Is not the hot weather precisely that time when the agriculturists of Raipur have least to do?

A. 44.—I don't think so.

Q. 45.—Do not village school boys value the holidays their parents observe, as at the Dasera, Divali, and so on? Are not such holidays now given?

A. 45.—I suppose they do. Such holidays are given.

Q. 46.—And in village schools, as in Raipur, do you know that 15 days' holidays are given to the boys at sowing time and 15 days at harvest time, and that when such holidays are observed the Christmas holidays are not given?

A. 46.—Yes; I know this.

Q. 47.—Then would you give long holidays in the hot weather besides all these?

A. 47.—No; I propose the present holidays at sowing time and reaping time be lengthened.

Q. 48.—You say that the reason for the formerly bad state of the Raipur indigenous schools was owing to the fact that they were left to the "tender mercies" of sub-deputy inspectors and were examined by a Native assistant inspector. The Native assistant is a graduate and received Rs. 250 a month. Is this the case?

A. 48.—That was one reason out of four or five. In some cases the malguzars told me that they thought that Government took no interest in *desi* schools, because a European was not sent to inspect them.

Q. 49.—Then, if the Raipur indigenous schools were in such a bad state when supervised by an assistant inspector on Rs. 250 per mensem, a thoroughly good English, Sanskrit, and vernacular scholar, and a high-caste Brahmin, with all the weight of his personal influence, why do you think they may be, without risk of failure, entrusted for examination for grants to zilla inspectors on less pay and of less attainments?

A. 49.—Because they would be supervised by the circle inspector.

Q. 50.—How many schools will the Eastern Circle inspector have to supervise?

A. 50.—In Raipur, about 200; in Bilaspur and Sambalpur I can't say.

By THE REV. W. R. BLACKETT.

Q. 1.—You remark, in answer 2, that the lately introduced lower and upper primary examinations, if properly worked, would obviate the danger of the master keeping lads at school too long. Would you kindly explain how the examinations will work in this direction?

A. 1.—If the system be properly worked, the master's success as a teacher will be judged by the number of boys passed in those examinations, as I believe is already the case. The boys are allowed to remain at school after they have passed these examinations, but it is not to the master's interest to keep them.

Q. 2.—In your answer 4 you desiderate the establishment of schools on the Raipur indigenous school system, in place of Government village and town schools. Do you mean that the cess levied on agriculturists should be applied in the same way as if it were a subscription for the establishment of schools to be managed by local committees, and assisted with grants-in-aid?

A. 2.—I mean that the Government schools should be put on the result system. They would not be aided schools, because the whole of their pay would come from Government sources.

Q. 3.—In the mixed schools established by you (answer 43), between what ages did you succeed in getting girls to attend?

A. 3.—From five to seven.

Q. 4.—Do you confine your proposal to introduce the system of payment by results to primary schools only, or would you extend it to higher schools also?

A. 4.—At first only to primary schools.

By MR. HOWELL.

Q. 5.—Your answer 13. What do you mean by "compulsory," and have you considered the financial side of you recommendation?

A. 5.—By "compulsory" I only mean where schools and schoolmasters already exist. I have not thought out the question of funds, but I would only say that I would have a rate raised from non-agriculturists equal to that paid by agriculturists.

By THE PRESIDENT.

Q. 1.—Your three recommendations about primary education are that they should be (*a*) compulsory, (*b*) secular, (*c*) gratuitous. Do you think such a system possible unless it rests on the basis of an Education Act?

A. 1.—I think an Education Act necessary.

Q. 2.—Should such an Act give compulsory powers at once, or should it give small and gradual powers to local boards under strict surveillance by the Education Department and by the provincial Government?

A. 2.—It should give very gradual powers. I think compulsion should only be used when there is determined opposition by malguzars and village heads. I would give those powers with a view to overcoming the selfish opposition of the classes who are indisposed to see the spread of education among the people.

Q. 3.—If primary education is to be wholly gratuitous, how would you supply funds for the education of the non-agricultural classes, so that their instruction might not wholly fall on the village cess levied from the agriculturists?

A. 3.—I would meet it by an educational rate from non-agriculturists, not from fees. I would charge a house tax on every family of non-agriculturists, and then I would compel their children to go to school. As already said, I would introduce the compulsory principle very gradually. I think the part of the country with which I am practically acquainted is ready for such a measure. I refer specially to the Chhattisgarh or Eastern Circle of the Central Provinces.

Evidence of MR. RAO SAHEB GOVIND RAO KRISHNA RAO BHUSKUTE, *Sirdar of Timurni, Honorary Magistrate, 1st Class, Burhanpur, Nimar, Central Provinces.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been a member of the school committee of Burhanpur for the last twelve years, and I have had, in consequence, several opportunities of forming an opinion on the subject of education.

My experience has been gained in the Central Provinces, to which I belong. The perusal of annual reports on education in the Central Provinces, and of daily newspapers, has also contributed to my knowledge of the subject under discussion.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—In the Central Provinces, primary instruction is not sought for by the people in general, but by some particular classes only, *viz.*, by the Brahmins, Gujarathis, Shudras, Muhammadans, and many artisans of varied descriptions; but the classes that specially hold aloof from it are, in my opinion, the Mahars, Dhers, Chamars, and several others that fall under the head of "low-caste men."

From the fact of the abolition of the school (for the Mahar boys) established here at Burhanpur, some ten years ago, and superintended by a Mahar master also, I have no hesitation in expressing my honest belief that the classes of people alluded to just above have either no taste at all for learning, or are quite unwilling to reap any fruit therefrom.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Among the people of the Central Provinces, the majority, I think, are ignorant, and have therefore no liking for education. Home instruction, the value of which can hardly be overrated, will do much to enable a boy to compete sufficiently well on equal terms, at the examinations qualifying for the public service, with boys educated at school, in places where the parents themselves are well educated, and have received mental culture to a considerable degree or extent.

From what I know of the people, I am most decidedly of opinion that the system of educating boys at home is next to impossible in this part of the country.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—There are many towns and villages in the Central Provinces where education has yet been unable, though backed with active efforts on the part of Government school authorities, to shed its benign lustre on the people, by virtue of their being not only unwilling to educate their children, but their being quite averse to the idea itself. This leads me to think that Government can hardly depend on private efforts for the supply of elementary instruction in the rural districts of the Central Provinces.

If Government wish to see education (either elementary or secondary) thrive in all or any of its branches, they must, I think, depend mostly on their own efforts, and not expect anything of the kind from the people.

There may be some towns, I think, where Government can depend on private efforts, but their number is so limited that they may be considered *nil*, compared with the rest of the towns that go to the formation of these Provinces.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal funds, what security would you suggest against the possibility of Municipal committees failing to make sufficient provision?

Ans. 8.—The Municipalities in the Central Provinces have not as yet, in my opinion, shown their abilities in such a way as to be freely entrusted with the sole management and support of the higher sort of schools; primary schools may perhaps thrive if committed to their management and support.

It would be advisable, I think, if the Government kindly framed certain rules binding on the Municipal bodies, and would call upon them to pay a fixed sum (not exceeding their resources of course) to the support of education, rather than they should give over the entire management of the schools to their charge.

Experience leads me to think that what Municipal bodies can do for bettering the condition of schools (primary or secondary) in a year, would be effected by Government in half the time, and decidedly with better success.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—Yes, the vernacular recognised and taught in many of the schools in these Provinces is the dialect of the people, and the schools on that account are more useful and popular.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—There are some gentlemen in my province able, no doubt, to enhance the cause of education; but they have neither willingness to do so, nor any liking at all for such things, for they are entirely apathetic on the subject of education.

If Government persuades them, they may come forward and do something in favour of the subject under consideration. I do not think they would come forward of their own accord and do justice to their means.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—The educated Natives in my province do find remunerative employment in the Educational Department alone; in other departments, they have, I think, very rare chances to make their entrance. If the revenue and judicial branches were left open for them, it would have a way to their ease and prosperity to a considerable degree. As I hear, the local Government, Central Provinces, has also condescended, of late, to encourage learned Natives, and have actually entertained some, if I mistake not, under its kind shelter, I cannot but conclude that higher education must make progress with rapid strides.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—There are special centres appointed for conducting the middle-school examinations for granting scholarships to successful students.

The students that pass in the first and second grades have every chance of getting scholarships according to their rank in the examination. Sometimes those that pass in the third grade do also get scholarships, in case the number of the successful students under all grades together does not exceed that of the scholarships allowed.

The same is the case with the matriculation and the higher examinations for degrees. As far as I understand, the scholarship system is impartially administered in these Provinces as between Government and aided schools.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—Yes; regular gymnasia have been set up for the physical well-being of students in some of the zilla schools and the Jubbulpore college. I do not know whether all the schools have gymnasia attached to them; but I wish, however, Government would be kind enough to set up a gymnasium in every school, and appoint a master to train boys in athletic exercises.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—That the rates of fees in any class of schools or colleges should vary according to the means of the parents or guardians (as the case may be) of the pupil, appears to me quite justifiable; but a sort of confusion in keeping the fee accounts must no doubt arise, for there would naturally be as many different rates of fees as there were pupils of different status. To prevent this confusion, the pupils, I think, should be arranged under some limited heads (according to the resources of their parents or guardians) as in the case of the income tax.

I would like to propose that the number of free students should not be less than 25 per cent. or so in every school and college.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—No, not at all; the demand for high education in my province has not reached such a stage as to make the profession of teaching a profitable one.

As I understand, no schools have been opened by men of good position as a means of maintaining themselves.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—The maximum number of pupils that can be efficiently taught as a class by one instructor should be 50 in the case of colleges, and 25 in that of schools.

Any increase in the maximum numbers stated above will be troublesome to the teacher and disadvantageous to the taught.

The reason of my fixing different maxima for schools and colleges is plain enough. The boys in the primary and secondary schools, being generally very young and under age, their faculties are not developed, and I think nothing can be more difficult and tedious than to train such boys and make them understand everything taught in the class. Such is not the case with college students, for their faculties are developed to a considerable extent, and a limited number of hints and explanatory notes from the professors is quite sufficient to enable them to master the appointed subjects. Hence the maximum proposed here is greater than that proposed already for primary and secondary schools.

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—As the majority of students in the colleges are poor men, it would be most convenient, in my opinion, if the college fees were paid by the month and not by the term.

If there be pupils able to pay the fees at once by the term, they should have the option.

To be more plain, I again say that the payment of fees by the term should be optional, while that by the month may be compulsory.

The percentage of free studentships has been decreased of late, I hear; and I would like to propose once more that it should be increased, and that every college should admit at least 25 per cent. of students free.

No doubt the clerks in the colleges would not like this suggestion, for they will have to keep regular monthly accounts of fees, and consequently will have to undergo considerable trouble, but I humbly say that the trouble entailed by the keeping of such accounts would be nothing compared to the convenience and relief the poor and helpless students would be likely to enjoy.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—It is desirable, I think, that the promotions from class to class at any stage of education should depend on the results of public examinations extending over the entire province; but in the case of students of rare merit and abilities, it is preferable, I think, that such promotions should be left to the masters under whose care and superintendence such students are brought up. This will save a great deal of time to the deserving student, and undoubtedly add much to his progress.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—I think Government schools and colleges under Native management can compete successfully with corresponding institutions under European management; but the only thing is that Government should select proper persons well known for their general and University education, and for their ability to do justice to the responsibility likely to be devolved upon them.

If proper selections were made, I do not see any reason why institutions under Native management should not compete successfully with corresponding ones under European management.

Evidence of THE REV. T. R. HODGSON, *Missionary, Church Mission Society, Jubbulpore, Central Provinces.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I had two years' educational experience in St. John's College, Agra; after that I served two years as professor in the Cathedral Mission College, Calcutta; and for three years have had the management of the Church Mission schools in Jubbulpore,—thus giving seven years' experience of educational work in these Provinces, namely, North-West Provinces, Bengal and the Central Provinces.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—I believe it to be on a sound basis and capable of development. For improvement, the chief requisites appear to be good teachers, attractive methods, thoroughness of results, simple and discriminating inspection. In administration, (i) efficiency in management, and (ii) inspection is absolutely necessary.

(i) *Management.*—It should not be difficult to organise a school committee or board. Present committees are practically useless, but might form a basis. Interest of course would be strictly local, and a limited district might be assigned to each committee. Let the committee have an officially recognised position and be made responsible for (i) conduct of school; (ii) maintenance in efficiency; (iii) provision of furniture, books, apparatus, registers, &c.; (iv) production of annual returns; (v) periodically verify the school registers; (vi) attendance; (vii) administration of school fund. *Ex-officio* members would form an element in the committee, on which of course inspectors would find a place. But the composition of the committee and length of service, &c., would be matters for the administration to decide.

(ii)—There should be an increase in the staff of inspectors. A sufficient number of "sub" or "primary" inspectors are needed. The existing arrangement of "circle" and "zilla" inspectors (in Central Provinces) is neither efficient nor sufficient. It is evident that the inspection for primary schools, while discriminating, should neither be exacting nor complicated, but so as to enable the inspector to pronounce of the results that they are satisfactory or the reverse. When each school had been put into its proper grade of merit, a wholesome rivalry would take place between the various school committees.

Instruction.—Bright methods are necessary. The weary monotony of *a b c* should be relieved by variety of lessons: simple lessons on common objects and phenomena of nature and common life, elements of natural and physical science, uses of tools, needlework for boys and girls, for boys drill or gymnastics. Lessons should be intended to train the observation as well as store the mind. This is not too ambitious a scheme, nor deemed unattainable (why should it be?), as I find among the subjects taught at the Nagpur Normal School such subjects as natural philosophy, natural science, the solar system, carpentry, school method, &c. If well trained in such subjects, pupils here should turn out efficient teachers.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary instruction is sought for and valued by the people in general. The agricultural and rural population is ready, I believe, to welcome the establishment of primary schools on a far more extensive scale than at present. I have been asked to establish schools in villages where at present none exist. I do not believe that any class is practically excluded from primary education; but the attendance of low-caste children, such as Mehters, Bhangis, Chumars, Basors, &c., is not encouraged, and it is certain that in many districts of the Central Provinces these classes stand aloof from the existing primary schools. The Eastern Circle I believe, is an exception, probably owing to an extensive religious revolt against Brahminism and caste, and the consequent emancipation of the low-castes which form the bulk of the agricultural population from their former degraded position. I have tried the experiment of a school for low-caste children exclusively, and it was not a success.

I believe the attitude of the influential classes towards the extension of elementary knowledge to every class, *i. e.*, to all castes alike without distinction, is one of passive opposition, and will need to be overcome by a just determination to acknowledge no distinction of class or person in extending its privileges to all ranks and castes alike. Whether it would be necessary in some cases to open schools exclusive of low-caste children, is a question for consideration; it might be found more convenient, but would not be a step in the right direction.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I do not believe that home instruction prevails to any extent, and I have no faith in its value as qualifying for the public or any other service, as compared with public instruction; unless, indeed, it were possible to make provision for the yearly examination of children taught at home in the subjects corresponding to their age in the public schools, in which case it would be also necessary to make provision for sending the child to a public or private school, should the examination be deemed unsatisfactory and no excuse be admitted.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the

supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—I believe that Government cannot depend upon *unaided* private effort for the supply of elementary instruction in rural districts, and I know of no private agency, with the exception of Missionary societies, for promoting it. It is my opinion that the Government should take upon itself the entire burden and responsibility of primary education in rural districts in this country. The present system affords a sufficient basis, and is capable of development to an almost indefinite extent whether by grants-in-aid, or direct control, (see answer to Question 2), but Government should be responsible for efficient management and inspection. I know of no other sufficient guarantee for permanence and stability in the system.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantegeously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—A "school fund" might be assigned to each such district committee, as described in answer to question 2. The presence of "*ex-officio*" members would be a sufficient guarantee and control on expenditure. Limits of control as in answer to question 2.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal funds, what security would you suggest against the possibility of Municipal committees failing to make sufficient provision?

Ans. 8.—I am not in favour of entrusting schools to Municipal committees for management. I am afraid education would receive scant attention from Municipal committees engaged in what they would be apt to deem more important matters. If it should be thought desirable to entrust schools to their charge, such schools should be primary and vernacular town schools only. A district school committee charged with the interests of education only, apart from Municipal business, would be better adapted for the object in view. Such a committee, recognising its duties and the object of its existence, might be expected to take an interest and an honest pride in good work, which could hardly be expected from a Municipal committee with other duties to fulfil.

Provision of elementary instructions in towns ought to be a charge against Municipal funds. The local administration should take measures to guard against failure of sufficient provision being made. It should not be difficult to set apart a charge or percentage on revenue or on any particular source of revenue forming a "school fund" to be administered by aforesaid committee.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—(*a*) For providing teachers for primary schools I would suggest an extension and development of already existing normal schools and classes for pupil-teachers. The course should be extended and should not be less than three years. In the Central Provinces the present course is, I believe, only two years. This is too short a time to give men the necessary technical training, and leads to men being sent out to independent charges, not only insufficiently trained, but too young to acquire and maintain a proper influence and position. The existing course of instruction, if well taught, ought to turn out good men. I would suggest that certificates gained upon the whole course should be of a possible second class only. These should be raised to the first class only after a certain period of good service, say five years, and, if possible, before the granting of a first-class certificate the teachers should be called in in rotation, or whatever way may be convenient, for an advanced course of technical training (say of one year) and for examination.

(*b*) I am of opinion that the effect of some such arrangement as this (apart from increase of pay) upon the social status and position of schoolmasters would be most beneficial. As regards present social status, the schoolmaster, being a Government official, and generally the only educated man in his village, is regarded as a sort of personage, but considering his position his influence is not always as beneficial as it might be, and except in rare cases his interest in his work never rises above a mercenary point of view. Under some such scheme as hinted at above, the teachers in proportion as they claim professional rank may be relied upon for honest professional pride in good work, and so far as they are efficiently trained for something more than a merely mercenary estimate of their work. Any certificate should be liable to be suspended, recalled, or reduced for sufficient cause. I do not believe that you can improve the position of village schoolmasters even by an increase of pay without raising them to a higher professional standard of education than they at present possess.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—See answer to question 2. I need only repeat the substance of what I there said. The eternal routine of spelling and counting must be relieved everywhere by variety of occupations and lessons. The subjects of instruction would naturally fall under three heads: (i) reading, writing, and arithmetic; (ii) object-lessons; (iii) varied occupations. The means of making such instruction efficient are good teachers, attractive methods, thoroughness of results, and simple and discriminating inspection.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—It is not the dialect of the people. But the dialect of the people being a rough village *patois*, differing greatly in different districts, it would be useless and absurd to attempt either to teach it or teach in it. It would be perpetuating what is not a language at all, but a conglomeration of dialects. Because it is not taught, schools are neither less useful nor less popular, but probably a great deal more efficient.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I am of opinion that payment by results is not suited to the needs of the people and country. The problem is not to elaborate an ideal scheme of elementary education with regard to nothing whatever except abstract excellence, but to consider how a system of educational machinery adapting itself to local circumstances and social conditions can be used to the best possible purpose now, and prepared for continual advance hereafter. Such a system cannot be effective where everyone engaged in the work of education is encouraged to take a simple mercenary view of his work, and with a view to the annual grant to regard; not what is the best for his pupil's education, but the quantity of money he can earn by the result-grant. I am opinion that the majority of result-aided indigenous schools in these Provinces are established as mere adventure schools, by men of little character and less attainments who look upon the children as merely farmed out to them to make what they can out of them. I regard the system of payment by results as a pernicious one, and am of opinion that it should be abolished.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—I would not have the payment of fees made compulsory, or a *sine quâ non* of any child's admission into a primary school, nor enforced by any rigid uniformity of rule. Let the fees be adapted to the circumstances of the parents, the district, the time, &c., and where necessary capable of remission altogether. No child should be debarred from an elementary education through inability to pay fees. On the contrary, provision should be made, in cases of poverty, for supplying the child with books, clothes, &c.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—The increase of primary schools, in my opinion, presents the least of all the difficulties connected with the subject. Where there is the machinery of control and management and the requisite guarantee for good inspection, all that is wanted is a suitable house and good teacher: and where no school exists or existing accommodation is sufficient, a new school under these circumstances will be very speedily filled. At least such is my experience in opening new primary schools both in towns and in villages. It is only necessary to find out where new schools are needed and open them accordingly.

As to how such schools can be gradually rendered more efficient, I have nothing to add to what I have said in answer to questions 2, 10, and 12.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854; and do you regard that as the chief reason why more effect has not been given to that provision?

Ans. 15.—I have no personal knowledge of any instance in which a Government educational institution of the higher order has been closed or transferred to the management of a local body. I am of opinion that the reasons why effect has not been given to the provision in paragraph 62 of the Despatch of 1854 are, first, that Government by its educational policy has been gradually building up a "vested interest" which the members of the educational service, by right and prescription, believe themselves to possess, and who are therefore averse to any policy which might seem to limit the Department or curtail what they deem its rights: on the contrary, they have an interest in maintaining the present order of things.

Secondly, the influence of certain classes of wealthy Natives of this country, influential enough to make themselves heard and to make it believed that they represent the wishes of the dumb millions of their fellow-countrymen. They have not been slow to appreciate the advantages of a costly education to be had for nothing, and are naturally unwilling to relieve the State of a burden which would otherwise fall on their own shoulders. These classes are, and always will be, opposed to the Despatch of 1854 being honestly carried out.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I know of no cases in which Government institutions of the higher order might *not* be closed or transferred to private bodies, with or without aid, and without injury to education or to any interests which it is the duty of Government to protect.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—(i) Steps should be taken for the formation of a board or committee with a share in the management and control of funds, and their aid sought in collecting funds or assisting towards a partial endowment. They should be given to understand the nature of their responsibility and the plain duty devolving upon them of maintaining the institution in efficiency upon the withdrawal of Government. If unable or unwilling to rise to the position, it is a plain inference that the institution in their opinion is not worth preserving; on the other hand, if they desire its continuance, they will be willing to make an effort and the necessary sacrifices.

(ii) Pupils should be accustomed to the payment of higher fees than at present charged. A greater proportion of the cost of high education should be borne by those who desire to share its advantages. Scholarships, of course, could be offered to poor students; but those who are certainly able to pay should be taught to do so, and not claim (as at present) a costly education from Government free of cost to themselves, the real burden of which, after all, falls on those who derive no advantage from it.

I am of opinion that it will be found, where such an institution is desired and appreciated, that there will be no difficulty in raising from fees and other sources a sum at least equal to the Government grant-in-aid.

Ques. 19.—Have you any remarks to offer on

the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) Normal schools?

Ans. 19.—Grants-in-aid. My remarks and figures are based principally upon the report on education in the Central Provinces for the year 1880-81. I may premise that personally I have no reason to complain of the liberality of the local Government so far as my own schools are concerned.

In paragraph 11 of the above-named report I find the following figures. Government schools of all classes contain more than twice the number of pupils than aided schools. Yet the cost per head of pupils in Government schools, as compared with aided schools, is as 7 to 3, namely, more than double the cost to Government per head with twice as many pupils. Thus the true proportion is as 14 to 3, or more than four times the cost to Government in their own schools as compared with aided schools. Again, from paragraph 18 it appears that the whole sum total disbursed on education in the Central Provinces, including schools for special and technical training, is R5,54,543, out of which R42,808 is charged to aided schools, thus leaving a sum total on direct Government education in the Central Provinces of R5,11,735. (In paragraph 20 provincial accounts show grants-in-aid to be only R34,848-15-2.) Thus the total direct expenditure on Government education in the Central Provinces, including schools for technical training, is nearly *twelve times* as much as the sum disbursed on account of aided schools, while, as before shown, Government schools only contain twice the number of pupils. I cannot find any data by which to distinguish high school from middle school expenditure, the two being lumped together in the report, but the direct Government expenditure on its own schools on these two classes of schools is R63,044 as against R12,628 on aided schools; and when the fact is taken into account that there are *four* aided high schools in the Central Provinces as against *one* Government institution, the disproportion between the sums disbursed on account of direct Government institutions and aided schools becomes more apparent. We are driven to accept one of two alternatives,—either that the expenditure on direct Government education is wasteful and excessive, or that aided schools do not receive a fair measure of support from Government in proportion to the cost of education. If the latter alternative is the correct explanation, it is obvious that the Government grants are not adequate in the case of either of the four classes of schools named in the question.

Probably the greater proportion of aided schools are under the management of Missionaries. These schools have done good work, and the Missionaries may fairly plead that in the recognition of their schools a spirit of more general fairness, and so to speak, friendliness, should replace the watchful jealousy, economical and bureaucratic, which has too often characterised the action of the Department in the past. To all managers it is a constant matter of anxiety how the object of securing efficiency, reality and honesty of work which costs money, can be made financially possible for schools which have not the power to draw on the inexhaustible pocket of the tax-payer, and which, while relatively good, are, in virtue of local circumstances and necessities, absolutely at a disadvantage compared with the large, well-organised and well-appointed Government schools. These are circumstances which, with respect to grants-in-aid, ought plainly to be taken into consideration. Many Missionaries spend hours daily in their schools; yet (as an instance in point) in apportioning grants-in-aid to mission schools no allowance is made for the personal superintendence of the Missionary. With regard to the whole subject I venture to make the following suggestions:—

(1) A share of the salary of a Missionary (or other) who has to superintend one or several schools should be allowed to reckon as part of the school expenditure.

(2) Grants-in-aid should be given to the amount of not less than one-half the net cost of the school should it appear from fair inspection, considering always the circumstances of the school, that it is *bonâ fide* at work.

(3) A primary school with an average attendance for the previous six months of thirty children, should at once begin to earn a grant to be paid retrospectively from the commencement of the school, if under a qualified teacher, and if there is no other school earning a grant to meet the needs of the neighbourhood.

(4) "Payment for results," being a system which renders it impossible to turn out solid and satisfactory work, and encourages in the teacher the petty and debasing consideration of estimating every child at a certain sum of money, for realising which the child is farmed out to him, ought to be abolished.

Ques. 20.—How far is the whole educational system as at present administered one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it.

Ans. 20.—The system as at present administered is not one of practical neutrality, and probably the idea is impossible of attainment. I am of opinion that no system of tests can be devised whereby men of religious or anti-religious opinions or beliefs can be prevented from influencing pupils by their own individual bias of mind. Those who believe in God, and the necessity, in a complete scheme of education, of reaching the conscience which proclaims God, morality and duty, have some reason for complaint. Christianity is practically excluded by the watchful jealousy of certain classes in this country who are interested in opposing it: but there is no safeguard, from public opinion or otherwise, against unbelievers and practical atheists inculcating their own opinions in opposition to Christianity and morals upon the minds of their pupils. I am not prepared to name a remedy; but I may state my opinion as regards private schools—in which the first and most imperative duty is considered to be the imparting of a religious and moral training, to which the secular part of instruction is strictly subordinated—it is certain that these schools are

at a disadvantage as far as regards Government aid and inspection.

To me it appears that since the State has determined to take no part in religious teaching, it is all the more necessary that it should seek to strengthen the hands of managers and teachers, who are equally determined in maintaining a high moral tone in their schools. Inspectors in estimating the progress of a school are not allowed to take any notice whatever of the time spent in moral instruction or of results arising therefrom. This is evidently a disadvantage to a school in which not less than an hour every day is spent in imparting such training, when results are compared with schools in which no such training is given. For this what remedy is possible? Let the State speak out boldly on the subject, and not discourage those who are convinced that the true idea of national training includes the training of the mind and heart, and the formation of moral character. In all schools inspectors should be bound to take into account the prevailing tone and spirit, and all that would neceessarily come under the definition of the general term "discipline." A higher meaning should be attached to that word than is signified in the mere maintenance of order: and the State should insist on inspectors taking due cognisance of all that is implied under that term, including good manners and language, cleanliness, respectful demeanour, obedience to duty, honour and truthfulness in word and act, and a recognition of the claims of God and conscience. Such requirements of "discipline" would not surely interfere with the principle of religious neutrality, but would incalculably raise the national standard of education, and for the first time would afford a recognition of the labours of those who, like Missionaries, take something more than a merely professional estimate of what is really a spiritual work. But care should be taken to ensure honest, fair, and unbiassed inspection. An infidel inspector would do more harm than good.

Let departments do what they may, very much will depend on the managers in respect of the tone and spirit of a school: and in this Missionaries claim for their schools a marked superiority over Government schools. They claim for their system, that it contains elements of vitality and power wholly wanting to the other, and therefore deserves recognition and consideration on the part of the State.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—Government schools for high and college education are attended chiefly (I believe) by the children of the middle and comparatively well-to-do classes, Government servants in receipt of good incomes, some of the wealthy trading classes, the upper ranks of the rural community, malguzars, landholders, &c. Aided schools of the same class draw their pupils mainly from poorer classes of the community, and from such of the above-named classes whose means are limited. There is probably no distinct line of demarcation, but it may safely be laid down as a general rule that the more wealthy classes prefer the Government schools for their children, while the poorer classes are attracted to aided schools, the reason being probably (Natives being such as they are) the higher *prestige* of a Government institution on the one hand, and the more elastic scale of fees charged in aided schools on the other.

Considering the circumstances of the majority of those who seek a Government school education, I do not believe that the fees charged in such institutions are at all adequate. The officers of the Educational Department will be able to speak as to the scale of fees: but from the annual report on education in the Central Provinces for 1880-81, I get the following figures, which are suggestive. In the one Government college in the Central Provinces I find, on a total of 58 names on the rolls, the whole amount of fees realised during the year to have been ₹900, thus giving an average of fees paid by each pupil during the year of ₹17 and a fraction only. Similarly, in the high school attached to the same institution, the average yearly fee paid by each scholar for the same year was ₹11 and a fraction. If these figures are at all reliable, I consider the complaint that the wealthy classes do not pay enough for the higher education of their children is more than well founded. When it is considered that in the cases just mentioned, the total cost of educating each pupil for the year is put down in one case at ₹153, and in the other at ₹67, the proportion paid by each pupil towards his own education is seen to be absurdly small. I consider that this state of things calls for a remedy in an increased scale of fees all round, and that the people of this country will never rise to the necessity of co-operating with Government in the work of their own education until this is done.

In aided schools the case stands on a different footing. The class of children who attend are poorer, the number of pupils is smaller, and the fees, being (generally) on a graduated scale, ensures a more adequate payment on the part of those who can afford it.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—Yes; it is in my opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution, but under one main condition only; this is, that it should be treated in a spirit of fairness and friendliness by the educational authorities, and not as an "opposition" institution to be jealously watched and thwarted, either on the plea of economy, or want of conformity to a forced and ideal standard, or any other plea that may occur to those having the power to draw on the purse of the tax-payer. Having myself charge of a private institution, which is in direct competition with the one Government institution of the same class in the Central Provinces, I can speak from experience of the difficulties (not to say discouragements) concerned in maintaining it in efficiency and prestige in the face of such powerful competition. Without referring further to difficulties which are sometimes needlessly increased by actions which appear to me to involve a direct

contravention of the principles laid down in the Despatch of 1854, it will be sufficient if I indicate the conditions which in my opinion should be observed by those having the control of a Government institution where a private institution of the same class exists, and where it is deemed necessary to maintain the Government institution in face of the private one.

(i) All middle-school scholarship-holders from Government zilla schools should be allowed to continue their course in aided or private schools, should they or their parents desire it, without influence, direct or otherwise, being brought to bear upon them to make them attend the Government institution.

(ii) Where, in Government institutions, a rule exists that only boys who have passed the middle-school examination in the higher divisions shall be admitted, Government zilla schoolmasters shall not be allowed to evade this rule by keeping back boys until they pass in a higher standard.

(iii) Where, in a Government institution, more boys apply for admission than can be accommodated, no increase of staff or expenditure shall be sanctioned until it is ascertained that no sufficient accommodation or efficient means of training exists in the "competing" private institution.

(iv) Boys who have already been enrolled on the books of the private institutions should not be allowed on any account to enter the Government schools or induced to do so, without sufficient reason given and allowed for their doing so, and without a written permission being granted by the manager of the school to which they already belong.

(v) Encouragement should be given to the managers of private institutions in the matter of—

1. Sufficient and liberal grants-in-aid.

2. Facilities for securing teachers trained under the powerful and efficient resources of Government—a matter in which merely private resources cannot compete.

3. Fair, simple, and discriminating inspection, making all allowances for the circumstances of the school and conditions of teaching, local circumstances, and pecuniary resources of management, &c.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—Yes; I believe the subjects taught are of practical utility to the great majority of children when they leave school. If thoroughness, simplicity, and efficiency are aimed at, rather than merely show-results, the present course in a secondary school is well calculated to fit the children for the practical duties of life.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—No; I do not think there is any truth in the statement. A standard of efficiency is necessary, and reliable means of testing the progress made, and probably the University entrance examination affords both the standard and the test in as satisfactory a way as any other scheme that could be devised. It is something to be aimed at, an object to be attained, and gives a wholesome stimulus to both teachers and taught. I am not of opinion that the practical value of education in secondary schools is in any way impaired by the fact that teachers and pupils attach so much importance to this examination.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—It is necessary to know what is meant by "the requirements of the country." If the requirements of a country are progress in civilisation, education, and culture, and the duties of life, then I am certainly of opinion that the number of fairly well educated young men turned out of the schools and colleges can never be in advance of those requirements. The difficulty probably is, that a high English education had been forced and encouraged and fostered to so great an extent by Government, and at so great an expense, that young men trained in Government colleges have felt themselves justified in expecting and demanding employment in Government service, and if they are disappointed are ready to imagine a wrong has been done them. This may probably account for the complaints one hears, and for a certain style of political effusion common to Native newspapers. But I am not of opinion that the requirements of the country only mean the exigencies of the public service, but that it includes very much more than that. Let habits of self-reliance and self-help be encouraged among the people in education as in other matters: let them not be led to expect and demand an education from Government, the expenses of which, or at least a large share of the expenses they are well able to afford themselves, and I believe the progress in education and culture will not in that case be found to be in advance of "the requirements of the country."

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—The system prevailing with regard to scholarships will be best explained by educational officers. With respect to its administration as between Government and aided schools, the following figures are suggestive. In the college and school departments of the one high-class Government institution in the Central Provinces, scholarships amounting to a monthly sum of ₹1,000 are paid to the students. In the one aided high school in direct competition with the Government institution, a sum of ₹22 is drawn monthly from the Government treasury for scholarship-holders in the school. The number of students who have gained scholarships in competition is of course larger in the Government school than in the aided one. In regard to this I refer to my remarks in answer to question 20. The educational authorities of the Central Provinces can say whether there is any truth in the statement that middle-school scholarship-holders from Government zilla schools are not allowed to read in aided or mission schools, or whether pres-

sure is brought to bear upon them to attend the Government school. It is certain that when the rule prevailed that boys who had merely passed the middle-school examination in the third division should not be admitted to the Government schools, it was customary for zilla schoolmasters to keep back their boys until they should pass in a higher division, when they got scholarships and were admitted into the Government institution. The administration of the scholarship system, so far as scholarships are gained in open competition, is impartial enough: the difficulty lies in the Government institution attempting, at any cost, to absorb all the boys and scholarship-holders who have passed through every zilla school in the province. In this respect aided schools are placed practically at a disadvantage.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Municipal support is given to the Church Mission aided schools in Jubbulpore. I can express no opinion as to its permanency, but I conclude it would not be withdrawn without sufficient reason. I cannot speak for any other part of India.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—So far as my own experience goes, I am inclined to answer this question in the affirmative. I am of opinion that the University course has advantages not found in Normal schools for special training. Everything tending to the social elevation of the teaching profession is an advantage to the cause of education. In a University course, where men are brought into contact with each other, and with those in different walks of life, and with a broader and more extensive course of reading, a higher and wider culture is obtained than is possible in a Normal school.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—See answer to question 2.

Ques. 35.—Are the present arrangements of the Educational Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—As manager of a private institution I am not of opinion that its "free development" is in any way interfered with by arrangements with regard to text-books.

With respect to examinations, I am of opinion that the results are often misleading, from the inspector not making allowance for the variety of circumstances of the schools, and very often from the dependence on what are merely show-results. Where considerable responsibility is imposed on inspectors, it is right they should give a very liberal interpretation to the right or duty of making allowance for circumstances. Where, for instance, promotion is made to depend solely upon the inspector's report, it is obvious that an ill-considered and hasty examination may lead to much injustice being done both to the school and to individual pupils. On this, see also answer to question 46.

As for the development of natural character, ability, or the production of a useful vernacular literature, I am not aware that these matters are in any way interfered with by present arrangements.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—(i) Primary education should be undertaken by the State. No merely private body could ever hope, or even attempt, to reach the masses of the people, especially the rural committees. The State should undertake the responsibility of giving a good elementary education to every child in India whose parent wishes it for him. If the parent does not wish it, the State should (in this respect) be a father to the child.

(ii) The State should undertake the duty and responsibility of inspection in all classes of schools, whether under direct Government control or aided. It should have a guarantee that a sound and efficient education is given in all schools; and especially where State aid is given, that the funds are honestly and economically administered. In a system of national edcation, State inspection, in my opinion, is absolutely a *sine quâ non*.

In any scheme of education for India I am of opinion that all other parts, with the exception of those above stated, may with advantage be left to other agencies.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—I am of opinion that when Government has (i) undertaken the responsibility of a scheme of primary education commensurate to the needs of the people, (ii) made due provision for efficient inspection in all schools, it has laid the foundations of a system which, of itself, will extend to all classes of the people. For the very great majority of the people of this country a primary education is all that is needed: and where the desire or the need of a higher education is felt, the State may very well expect that those who feel the need will come forward in a spirit of self-reliance upon their own efforts to build upon the foundations already laid down, and carry forward the work that has been begun. Such a spirit of enterprise would, of course, need to be fostered and encouraged; but in other parts of this evidence I have given my opinion as to how local exertions and combinations are possible, and to what extent aid might be expected from the State. That the means and the enterprise will be forthcoming I have no manner of doubt.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—The answer to this question will be found in the preceding remarks. I am of opinion that the standard of instruction need not necessarily deteriorate: and for the measures to be taken to prevent this result I have nothing to add to what I have previously stated.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestion to make on the subject?

Ans. 39.—I believe that definite instruction in duty and the principles of moral conduct finds no place whatever in the course of Government schools and colleges.

On this subject I have not much to add to what I have already stated in answer to question 20, and need only repeat part of what I said there. If the State has determined to take no part in religious teaching, it is all the more necessary it should seek to strengthen the hands of those who are determined in maintaining a high moral tone in a national scheme of education. Let the State speak out boldly on the subject, and insist that the true idea of national training includes the training of the mind and heart, and the formation of a moral character. I have shown how this may in some degree be accomplished by a true definition and interpretation of the head of "Discipline" necessary in all schools.

Speaking broadly, I am in favour of the State throwing overboard the "principle of neutrality" under which Government schools are now managed. Neutrality in religion, so far as Government schools and colleges are concerned, is a delusion and a snare, and very probably impossible of attainment. The present system only acts to the detriment of those who are convinced that the regeneration of India is only possible under the influence of Christian culture and civilization. Apart from this, there is a civilization so called, but it is not culture. I am not in favour of religious teaching being enforced in all schools in this country. But it is a matter which may well be left to voluntary effort as in schools at home. The deeper convictions of those who believe in God and conscience, and the sanctions of morality and duty, will have nothing to fear from the influences of any principles which may tend to the opposite direction. No prejudices and no beliefs could possibly be offended by the entire abandonment of what is called the principle of religious neutrality. See also answers to questions 18 and 42.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—A development and extension of the Normal school system. I fully concur in a remark of the Inspector General of Education, Central Provinces, in his annual report for 1880-81—"The plan of sending husband and wife together to take charge of schools, is, I think, the only one that will succeed."

Ques. 45.—Are the grants to girls' schools larger in amount and given on less onerous terms than those to boys' schools, and is the distinction sufficiently marked?

Ans. 45.—Speaking from my own experience only, I am inclined to say that the grants to girls' schools, considering all the circumstances of the case, are both *less* in amount and given on *more* onerous terms than those to boys' schools. There are four girls' schools in the mission with which I am connected: of these only one receives any Government aid; of the remaining three, the grant to one was withdrawn on the report of the circle inspector. The remaining two are unaided schools, for which grants-in-aid have not been asked: in one case, where the school is attended by girls of good caste, solely on account of the conditions under which only Government aid is given. The teachers engaged in the schools are almost entirely supported by private resources. This is merely an instance in my own experience bearing upon the subject in question.

Ques. 46.—In the promotion of female education, what share had already been taken by European ladies, and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—In the promotion of female education the largest share has undoubtedly been taken by the wives of Missionaries, and the ladies of the various Missionary societies. They have done and are doing good work in places where they have been located, and not seldom have succeeded in raising an interest in this cause among other ladies.

A more liberal administration of the grant-in-aid system, and sympathetic and friendly treatment on the part of the Department, would do much to encourage them in their difficult work, and add to the interest which they already feel in it. This is probably all that the State could do or would be asked to do, and such aid should be rendered ungrudgingly and in a liberal and friendly spirit. In girls' schools in this country you cannot depend much for success on a rigid adherence to a hard-and-fast standard to be enforced by casual or annual visits from inspectors; but you can depend upon the zeal, the ability, and the Christian honour of ladies who are engaged in the work out of pure love for it.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—Speaking broadly, and in addition to what I have already had occasion to remark, I would attribute the difficulties that are connected with the whole system to the fact that due effect has not been given to the principles laid down in the Despatch of 1854. The only suggestion I have to make is, that the object of the Government of India in constituting the present Educational Commission should be fully carried out: namely, "To suggest such measures as it may think desirable in order to the further carrying out of the policy laid down in the aforesaid Despatch. The Government of India is firmly convinced of the soundness of that policy, and has no wish to depart from the principles upon which it is based."

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people? Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 49.—An aided institution exists under my own management side by side with a Government

one. Together they are adequate to the educational demands of the people of the district. The Government institution, at the beginning of the year, opened new classes and employed an extra staff, and this action of the educational authorities proved so disastrous to the prospects of the aided school, that the managers had to face the question of closing it altogether. You have this result: an aided institution, doing good work, and successful in its educational results, has to maintain a struggling and precarious existence in the face of the overwhelming *opposition* of a competing Government institution with the apparently inexhaustible resources of the Department at its back. The expenditure incurred by Government on high education in this one institution is unnecessary by the whole amount of the sum needed to pay the extra staff to meet the extension above alluded to. This may not be a large sum. But to the aided institution it represents the whole difference between a flourishing and prosperous school, and the barest struggle for existence.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—It is probable there is a tendency in this direction. Secondary education should not be given in elementary schools. Managers and educational authorities should be restrained from ambitious attempts to do what is not their business in this respect. The distinction between primary and secondary education should, as far as possible, be made to correspond with the gradations and distinctions of society. It is evident that those who can afford to pay more for the education of their children will keep them at school a longer time than those who can pay less. Care ought to be taken that the children of the poorer classes should be thoroughly grounded in elementary subjects. But in a system of secondary education it is probable that the children of the richer classes would chiefly benefit by it, and receive more public money for their education than the children of the poorer classes. The proper safeguards against this tendency to raise the standard of education unnecessarily would be probably a limit of age and a limit of fees.

At the same time, taking into consideration the requirements of elementary schools and how their proper elementary work is best secured, their development in right place and due degree should not be discouraged.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—Yes; most certainly.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—I have no faith in the system of payment by results. See answers to 12 and 19.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—State aid should be given to the amount of one-half the net cost of the school, if it appeared, by frequent and casual inspection, considering always the circumstances of the school, that it was in regular and vigorous work. It will be sufficient to guard the State from imposition, for inspectors are constantly to look in and see that the aided school is *bonâ fide* at work, testing from time to time the standard of the teaching given. Too much responsibility should not be thrown on the inspector, and the managers should not have to be thinking of nothing else but how to eke out the funds at their command by little earnings from the State, or, if unscrupulous, to be given scope and temptation to outwit the inspector.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—This question appears to me to be reduced to an alternative,—(1) Government should either withdraw from the direct management of schools and colleges, in which case it would not be compelled to maintain a principle which is incapable of being put into practice; or (2) throw overboard the principle of religious neutrality, so called,—that is, leave education entirely unfettered by any such condition, and let individual managers be free to act according to their convictions. This would be the truest neutrality. Instead of interdicting all religious teaching, let "a fair field and no favour" be shown to all, and none could complain.

The question is beset with difficulties. But I am inclined to believe that the main difficulty arises from the fact that "the principle of religious neutrality," while standing as a barrier in the way of all true moral culture and progress, affords a cover under which it is possible for men devoid of all religious belief to undermine all faith and all feeling of reverence in the minds of the young who come under their care. The principle is destructive, it can unmake and destroy, and is powerless in the presence of a *propaganda* of infidelity and unbelief. I am therefore in favour of its entire abandonment. On this subject I have nothing further to add to what I have already said in answers to questions 20 and 32.

Ques. 62.—Is it desirable that promotion from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—As a general rule, yes; but I have shown in answer to question 35 that there are "special circumstances" which in particular cases should be regarded, and which should lead to a liberal allowance being made for special local circumstances. In the elementary subjects of reading, writing, and arithmetic, the way in which the children pass is an element in the problem, for it is obvious that while each individual pass may not be high, the method and intelligence employed in instruction could be ascertained from the general quality of the children's answers, and ought to count as an element in the inspector's report. The local managers should be allowed, with the consent of the inspector, to provide for special cases where boys, for special reasons, which can only be known to the managers, have not succeeded in passing in any subject of the lower standard, but are otherwise deserving of promotion. To meet such a case of

a child promoted to a new standard, before passing successfully in any subject of the lower standard, provision should be made whereby exceptional cases of children being presented twice in the same standard should be permitted, although reading in a standard higher than the one in which they are to be examined. In the Central Provinces a class of "middle-school probationers" has been established—an arrangement which goes very far to meet the difficulty.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—I am not of opinion that the circumstances of any particular class are such as to require exceptional treatment in the matter of education. It is not good policy to emphasise, widen, and perpetuate distinctions of creed and race already too apparent, and which are detrimental to good progress in India. Education has been a bond to draw classes into closer contact by removing prejudices and widening sympathies: and I am strongly of opinion that in any national scheme of education for India this object ought to be kept steadily in view.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population object to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—Speaking to the question from my own experience, I do not believe that any such institution exists. The objection to religious teaching in any institution is not that of a class or any considerable body of the community, but where it is found (which I believe to be very rarely) will be found to be of individual origin in individual cases here and there, but it should not be supposed that those who object are entitled to speak for the whole community.

On the supposition, however, that such a case were to occur, I am not of opinion that the reason would be a good or sufficient one to prevent Government closing any institution which it was thought undesirable to maintain. It is obvious that unless the principle is conceded that Government is bound to provide an English education to all who ask for it, that no such reason could be admitted with any show of justice or equity: and, moreover, where the principle of religious neutrality is admitted, Government cannot take cognisance of religious teaching in any institution whatever, but ought only to satisfy itself that sufficient provision is made for a good secular education. Where this is done, there is, in my humble opinion, an end to the question.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—See answer to question 20, and others.

Cross-examination of the Rev. T. R. Hodgson.

By the Rev. W. R. Blackett.

Q. 1.—When you speak, in answer 19, of "watchful jealousy, economical and bureaucratic," as characterising the action of the Department in the past, do you speak specially of this province, or do you refer rather to the other provinces in which you have had experience and to the departments generally?

A. 1.—I refer to the educational departments generally, and, as a whole, in accordance with my own experience and the unanimous testimony of managers of private institutions in the North-West Provinces, and in a less degree in Bengal.

Q. 2.—When you say you are in favour of the State throwing overboard the "principle of neutrality," do you mean that Government schools should become religious schools; or do you mean that Government should show its neutrality by giving aid impartially to schools connected with all religions?

A. 2.—That Government should give aid impartially to schools connected with all religions.

Q. 3.—On what scale are fees taken in the Jubbulpore Church Mission high school?

A. 3.—A graduated scale according to the income of parents.

Q. 4.—Do you find any difficulty in ascertaining approximately the income of the parents so as to apply your scale?

A. 4.—None whatever.

By Mr. Howell.

Q. 1.—Your answers generally, and notably to questions 2, 18, and 47, contain suggestions for general adoption in the different provinces. What, then, would you make the basis of such adoption? Would executive orders suffice, and have they sufficed in past time, *i.e.*, since 1854? Do you know what is the basis of the educational administration in England, Germany, and most Continental countries, and is there any, and what, analogy to what would be introduced into India?

A. 1.—So far as I can say now, I would have education based on a legislative basis as it is in Europe. Executive orders have not sufficed to ensure uniform compliance since 1854.

Q. 2.—With regard to your answer 12,—can you explain the fact stated in Mr. Fraser's answers 12, 9, 5. Is your objection to the principle of payment by results, or to the practice, *e.g.*, to the defect urged by Mr. Whitton in answers Nos. 55 and 56? Is not your answer 57 really in favour of payment by results?

A. 2.—I cannot explain. I object to the principle of payment by results, and there are practical difficulties which make it unsuited to the country. Some of these difficulties I could state if required. My meaning in paragraph 57 is that a fixed grant should be given, and that inspectors should see that the school was in such a state as to earn the grant.

Q. 3.—Your answer 13. Where are the funds to come from to open new schools accordingly?

A. 3.—I did not consider the financial difficulty: if we had more money we could do more education work.

Q. 4.—Your answer 60. Please explain the last clause beginning "or (2) throw," &c.

A. 4.—I wish to see the present principle in grant-in-aid schools as regards religious teaching

applied to Government schools when transferred to private agency.

By MR. BROWNING.

Q. 1.—In your answer to question 2 you say "present committees," meaning school committees, are practically useless. Will you please say on what grounds you have formed your opinion?

A. 1.—The chief reason appears to be want of responsibility on the part of committees, and also I have been led to this opinion by the remarks of circle inspectors on the committees in public reports. See paragraph 27 of the Education Report for 1881-82 as regards Wardha; paragraph 29 with reference to Babai; paragraph 30, page 22, as regards the Bahoriban school; and paragraph 35, page 30.

Q. 2.—But seeing that there are about 961 Government school committees, and 361 aided school committees at least, do you think that officers mentioned in their reports such bad cases as exceptions in order to present a true account of the state of education in the Central Provinces?

A. 2.—I am not prepared to express an opinion as to the number of exceptions. I have no doubt that inspectors' reports are perfectly true.

Q. 3.—The Inspector General of Education writes in his last memo. on primary education: "Sixty-one committees were especially mentioned as having given great assistance. . . Many manage well the school they partially support. I myself have personally found school committees indispensable for the proper conduct of schools. I really do not know what we should do without school committees. In their last annual report nine Deputy Commissioners speak well of the exertions of school committees. Some school committees are careless, but the great use of school committees is, I think, incontestable." Similar views are expressed in nearly every annual report from 1868-69 to the present time. In the report for 1881-82 no less than 73 school committees are mentioned by Deputy Commissioners as especially worthy of commendation.

(*a*) The Deputy Commissioner, Betul, says in his last annual report regarding village schools: "The committees have with few exceptions done what they could." And again the improvement in last year may fairly be attributed to the "exertions of the tahsildars and the committees, &c."

(*b*) The Deputy Commissioner, Saugor, writes: "The committees of this district are generally bodies of intelligent persons who understand the management of schools. The committees of most of the schools have during the year evinced considerable interest, and the improvement that has taken place in attendance is due in great measure to their exertions. In many instances they have liberally contributed prizes and books and slates."

(*c*) The Deputy Commissioner, Chhindwara, observes that "the school committees and schoolmasters have, except in a few instances, worked harmoniously."

(*d*) The Deputy Commissioner, Damoh, says, "Generally speaking, the committees of most of the schools take an interest in the cause of education;" then follow instances of their good work.

(*e*) The Deputy Commissioner, Seoni, writes: "The school committees continue to render assistance in improving attendance. While on tour, I revised the election of members, and arranged that really active, intelligent, and influential men should be put on, and that they should thoroughly understand their duties."

It would consume too much time to quote the opinions of all Deputy Commissioners; it is sufficient to say that the 73 school committees mentioned with praise belong to 12 of the 18 districts of the Central Provinces: and as regards secondary education, we have the very efficient committees that manage the City Aided School, Nagpur, and the City Aided School, Jubbulpore. Do you not think, then, that a wider experience would have led you to modify your assertion that present committees are practically useless?

A. 3.—I do not not blame the individual committees. They have done good work, so far as responsibility has been placed in their hands. The fault is not in the committees, but in the system which denies to them a share of the responsibility in the management of the schools placed under their charge.

Q. 4.—Have you ever read the rules promulgated by the Department under the orders of the Chief Commissioner for the guidance of school committees?

A. 4.—No.

Q. 5.—Permit me to read the committee rules. They direct school committees—

(1) To meet once a month for the transaction of business and to record their proceedings in a book kept for the purpose.

(2) To examine the school on the last Saturday of every month and to record the results.

(3) To arrange that one of the committee members shall by rotation visit the school weekly.

(4) To decide what boys may be admitted as free students.

(5) To decide in all cases in which from bad conduct it seems necessary to expel a boy.

(6) To bring irregularity and carelessness and inattention on the part of a student to the notice of his parents and guardians.

(7) To dispose of the donations of any of their members or of others.

(8) To keep account of the receipts and disbursements of the contribution fund.

(9) To superintend the working of the schoolmaster.

(10) To make recommendation regarding the most suitable hours for opening and closing the school.

(11) To represent what local holidays it is desirable to give.

(12) To take cognisance of the state of the school furniture and building, and to make recommendations regarding its repairs.

(13) To see that the schoolmaster is regular and punctual in the hour of opening the school, and generally that he does his duty properly.

(14) Lastly, in the case of village schools, to sanction the expenditure of the fee collection.

Do not the rules allow school committees to exercise grave duties, and are they not held responsible for such exercise by Deputy Commissioners?

A. 5.—I do not find that the rules give any practical responsibility to village committees in the sense that I used the term "responsibility." They have not practically the administration of funds nor control over the masters. Their aid is apparently sought to make the school popular, not with a view to responsible management.

Q. 6.—You mention in answer to the same question No. 2, that "inspection for primary schools should neither be exacting nor complicated, but so as to enable the inspector to pronounce of the results. When each school had been put into its proper grade of merit a wholesome rivalry would take place." Do you know that in the Central Provinces every inspector at the end of his inspection has to pronounce authoritatively on the state of each middle and primary school, and to classify it as "good," "fair," "indifferent" or "bad;" that every circle inspector has to send such classification to the Inspector General of Education, and that every zilla inspector enters such classification in his memorandum of inspection, which is examined three times a year by circle inspectors?

A. 6.—Certainly I know that, and it is just the suggestion made here.

Q. 7.—But your evidence is for the Central Provinces; and if your suggestion has been carried out here why should it be made in your evidence?

A. 7.—Except when I refer to the Central Provinces by name or implication, my evidence refers to the three provinces mentioned in my answer to No. 1 in which I have gained my experience. I am asked to suggest improvements in the administration by question 2.

Q. 8.—You say that "the existing arrangement of circle and zilla inspectors is "neither efficient nor sufficient." Do you mean that the officers named have too many schools to visit, so that they are obliged to perform their inspections hastily, or that the officers themselves are inefficient?

A. 8.—The arrangement is not efficient because it is not sufficient.

Q. 9.—With reference to your evidence beginning with "bright methods are necessary," please say if you are aware that drill is taught in all Government Marathi or Hindi or English schools for boys, that gymnastics are taught in many schools, that attempts have been made to introduce singing, and that needlework is taught in all girls' schools where the committees desire such instruction, and that to some schools carpenters' workshops are attached?

A. 9.—Yes; I am aware of this fact.

Q. 10.—With reference to the same evidence, do you know that in all fifth classes of Hindi schools and in sixth classes of Marathi schools, instruction is given in the elements of natural science, and often in surveying?

A. 10.—Yes; I may presume this is taught, as pupils are instructed in these subjects in the Normal school.

Q. 11.—With reference to your answer to questions 2 and 10, have you introduced object-lessons into any of your schools?

A. 11.—By object-lessons I mean lessons from maps, pictures, simple natural history, and phenomena of daily and common life. Lessons are given in our schools from maps and pictures. Having no means of obtaining trained teachers, natural history and science are not taught.

Q. 12.—Do you know that such object-lessons as you describe obtain in Government schools?

A. 12.—I presume so.

Q. 13.—You say in your answer to question 3, that the passive opposition of the influential classes to the extension of elementary knowledge to all classes without distinction "will have to be overcome by a just determination to acknowledge no distinction of class or person," &c. Have you read the circular of the local administration on this subject issued so long ago as 1870, which is an expression of the "just determination" that you desiderate?

A. 13.—I have not read it.

Q. 14.—You say in answer to question 9 that certificates gained upon the course of the Normal school should be of a "possible second class only." Do you know that to gain a first class certificate is so difficult that at the Jubbulpore Normal School during the last three years, of 224 certificates awarded, there have been only five first class certificates?

A. 14.—I do not know it.

Q. 15.—With reference to the question quoted above, do you know that it is the practice now to raise or to reduce the grades of vernacular masters' certificates according to their work?

A. 15.—I did not know this officially, but I presume it is.

Q. 16.—If you would not aid indigenous schools (see your answer 12) by the result system, how would you aid such schools?

A. 16.—By fixed grants-in-aid.

Q. 17.—With reference to your answer No. 13, have you read the Government fee rules, which provide that in all village schools the children of agriculturists may read free, that the committees of management of all vernacular schools may admit a certain percentage of free scholars, and that the Inspector General of Education has power to remit the fees of all children of persons earning less than 50 rupees annually, so long as such children are in the lower primary departments of such schools?

A. 17.—I have not read the rules. With reference to this question, I do not say that the improvements I suggest do not prevail in Government schools in the Central Provinces. I am only making my suggestions from my experience and as required by the printed questions.

Q. 18.—With reference to your answer 15, do you think that any of the graded inspecting and controlling officers of the Educational Department of the Central Provinces are averse to any policy that would extend the benefits of sound education to all classes of the community, even though they might not be the chosen instruments for carrying out such policy?

A. 18.—I do not accuse members of the Education Department. It is possible that many of them know nothing of the fundamental principles of the Despatch of 1854. They are doing the duties assigned to them by their superiors to the best of their abilities, and yet I do not expect that any agitation for reform will proceed from them.

Q. 19.—Do you refer to circle inspectors in these provinces?

A. 19.—I refer to the whole body of inspectors throughout India.

Q. 20.—With reference to your answer 16, to what private body would you make over the solitary Government provincial college and high school in the Central Provinces?

A. 20.—To some such body or committee as broadly sketched in my answer to question 18 of the printed evidence.

Q. 21.—You say in your answer to question 19, that paragraph 11 shows that the cost per head of pupils in Government schools is, as compared with aided schools, as 7 to 3. Are you aware that your statement is incorrect, and that paragraph 11 of the report shows, not that the cost per head of pupils in Government schools is to the cost per head in aided schools as 7 to 3, but that the cost per head to Government of pupils in Government colleges and schools is to the cost to Government per head of pupils in aided schools as 7 to 3?

A. 21.—I am aware what the cost is to Government, but that does not make my answer incorrect.

Q. 22.—Grant-in-aid rules provide that Government shall not contribute more than half the cost of any private school. As the calculation in paragraph 11 embraces the Government college and the expensive Government training schools in which every student is a stipendiary student, and as the calculation for aided schools embraces no such institutions and includes the humble indigenous schools, does not the table quoted show how exactly the grant-in-aid rules are observed in these Provinces, rather than the extravagance of Government schools?

A. 22.—I do not assert that the Government expenditure is extravagant.

Q. 23.—Again, with reference to the same answer, on turning to the annual report for 1880-81, I find the cost to provincial revenues (including the rural cess amongst such revenues) of 955 Government schools and colleges containing 56,443 pupils, with an average attendance of 38,957 pupils, was as follows:—

	R
Arts colleges	11,078
Government high and middle schools	48,115
„ English primary boys' schools	10,236
„ Vernacular „ „ „	1,51,373
„ „ „ girls' „	12,378
Normal schools for masters	20,984
„ „ mistresses	5,520
Carpentry schools	3,228
TOTAL	2,62,912

That is, the average cost per pupil is 6·7 or, in round numbers, R7. The calculation is made on the average attendance. By proceeding in a similar manner for aided schools containing 19,768 pupils, and having an average attendance of 12,616 pupils, the average cost is more than R3. You say that because the number of pupils in Government schools is nearly three times the number of pupils in aided schools, therefore the cost per pupil in Government schools was to the cost per pupil in aided schools more than four times the cost per head,—that is, the cost in Government schools was R12 per head. But this would give a sum of R4,67,484, whereas the expenditure was but R2,62,912. Is not your reasoning incorrect?

A. 23.—No; I do not admit the incorrectness of this statement.

Q. 24.—Do you mean to say that it will cost no less to teach a certain number of pupils spread over 955 institutions than it would to teach twice their number; or, to make it still plainer, suppose there is a class of 80 boys, can that class be taught as cheaply as 40 boys?[1]

A. 24.—A school containing 100 pupils can be maintained at the same aggregate cost as a school containing 50. Consequently the cost per head will be twice as much in the case stated in my answer No. 19 as in the other.

Q. 25.—Again, I find the total cost of Government schools with 56,443 scholars and an average attendance of 38,957 pupils to have been R3,18,249, and the total cost of aided schools was R1,04,626 and the average attendance of scholars was 12,616, or the total cost per scholar in Government schools was R8-1 or say R8, calculated on the average daily attendance, and the total cost per scholar in aided schools was R8-2, or say R8 per scholar, calculated on the average daily attendance. Does the statement of figures show that Government schools are managed extravagantly, especially when the generally superior character of Government schools is remembered; such superior character being tested by the fact that, excluding technical schools, 955 Government institutions passed 8,133 scholars in prescribed examinations, or more than 8 per school, against 1,402 scholars passed by 387 aided institutions, or rather more than 3, say 4, per school, and that the solitary Government high school passed 25 students in 1880-81 at the University entrance examination against the 30 passed by four aided high schools?

A. 25.—This is an assertion I have not made.

Q. 26.—Again, you take R34,848 as the expenditure on grants-in-aid shown by the preliminary statement of the provincial accounts, and compare it, not with the total expenditure of R5,29,483 as is shown in the same preliminary provincial accounts, but with Rs. 5,54,543 as shown by the complete statement presented by the Educational Department, which contains sums not brought on to the provincial accounts, and which includes the cost of direction and of inspection and of the book depôt, the whole of which latter expenditure is recouped to the Government by receipts from the sales,—*vide* paragraph 142 of the report. Do you think your comparison is valuable as showing the relative amount spent on aided schools?

A. 26.—My comparison is between R5,54,543 and 42,808.

Q. 27.—If you wish to compare the total expenditure on Government schools and on grant-in-aid schools, you may turn to General Form 3, and you will there find the total Government expenditure on grant-in-aid schools, including scholarships, to have been R52,710, and the total Government expenditure, including the rural cess, on Government institutions, and excluding the cost of direction and inspection (which is incurred as much for aided as for Government schools, and should be shared amongst them), to have been R3,03,057, or less than six times that spent on aided schools, instead of the 12 times calculated by you. Have you any remarks to make on this statement?

A. 27.—The only remark I have to make on this is that in paragraph 18 of the Educational Report of 1880-81 it is stated that sums disbursed by Government officers are here shown, and from that paragraph I got my figures.

Q. 28.—Do you know that the statement of paragraph 18 includes many subscriptions to Government schools and all Municipal grants to such schools?

[1] Note to question 24. The original evidence was altered by permission from the Education Commission.

A. 28.—No, I was not aware of this. My remarks are not applied to receipts, but to expenditure.

Q. 29.—Do you know that in the table quoted the receipts and expenditure amount to the same thing?

A. 29.—No.

Q. 29a.—Again, with reference to your answer 19, is not the expenditure on grant-in-aid schools limited by the number of such schools? Have any grants been refused to schools?

A. 29a.—Yes; grants have been refused.

Q. 30.—You contrast the total expenditure of R63,044 on Government high and middle schools with the *Government* expenditure only, namely, R12,628 on aided and middle schools, and mention that there are four aided high schools and only one Government high school, and you apparently draw the conclusion that the expenditure on Government high and middle schools is excessive. But I would observe that either the total expenditure on Government high and middle schools should be compared with the total expenditure on aided schools of the same class, namely, R63,044 with R27,913, or that the Government expenditure on Government middle and high schools should be compared with the Government expenditure on aided middle and high schools, namely, R48,115 with R12,628. Now, the Government middle and high schools contained 1,894 boys, and the aided middle and high schools only 624 boys. Therefore the total expenditure on Government high and middle schools was to the total expenditure on aided high and middle schools as 2·2 to 1, the boys being in the ratio of 3 to 1, the passes by the middle-school examination being as 124 to 73, or nearly as two to one, and the passes at the matriculation examination of one Government high school being 25, the passes from all the other four aided high schools together being only 30. Moreover, the total cost per scholar was in Government high and middle schools only 46 rupees, whilst in aided schools it was 63 rupees. Do these calculations, and the figures given, show extravagant expenditure on Government schools?

A. 30.—I have frequently asserted that I have made no charge of extravagance against the department, but I have something to say to the figures; 12,628 rupees supports 15 aided schools; 63,044 rupees supports 40 Government schools. For 63,844 rupees, supposing the grant-in-aid to be half of the net cost, 75 schools could be supported, taking the sum disbursed on account of aided schools as a guide.

Q. 31.—You say with regard to question 19, that in calculating the grant to be given to an aided school, a share of the salary of the Missionary who superintends the school or schools should be allowed, and that the grants-in-aid given should be half the net cost of the school. But in 1869 I informed the Rev. Mr. Stuart, your predecessor, in my No. 2111 of the 14th July, that it was the custom to allow of a certain proportion of the Missionary's salary forming an item in the total expenditure on which the grant was calculated, provided the Rev. Missionary employed a portion of his time as a teacher in secular subjects. Accordingly, when a revision of the grant was asked from the Government of India by the Chief Commissioner, in Secretary to the Chief Commissioner's No. 3181-328 of the 27th October 1869,[1] the value of the Missionary's service as a *teacher* was estimated at 1,800 rupees per annum, and a total annual grant of 3,600 rupees was given to the main mission school at Jubbulpore, of R440 for the branch schools, and of R600 for the sadr bazar school.

Also in Nagpur, Missionaries take a part in the secular instruction as well as in the superintendence of their schools, working from five to six hours a day in school, and, except in one instance where the Rev. Missionary prefers to make no charge, their services as teachers form a basis on which the grant to be given is calculated. And, again, when you last applied for a revision of grant, did you not obtain a maximum grant for the main school of 240 rupees per mensem, being half the estimated cost, and 85 rupees a month for the sadr bazar school, likewise half the estimated cost? It appears, then, that your first desideratum of a share of the Missionary's salary has been conceded, if the Missionary will teach secular subjects, and that your second desideratum, that half the cost should be given, also obtains in the Central Provinces. Is not this the case?

A. 31.—With regard to my first desideratum, it does not appear that this is the case in the Central Provinces; with regard to the second, it is not the

[1] "From C. Grant Esq., Secretary to the Chief Commissioner, Central Provinces, to the Secretary to the Government of India, Home Department,—No. 3181-328, dated Nagpur, the 27th October 1869.

"The absence of one of the Reverend Missionaries from Jubbulpore, and the indistinctness of the information derived from his *locum tenens*, has caused delay in reply to the enquiry made in the 2nd paragraph of your letter No. 208 of the 26th April 1869, *viz.*, what, under the proposed redistribution and increase of the grant-in-aid to the Church Mission school at Jubbulpur, the expenditure from private sources on the sadr bazar school and the vernacular branch schools would be. I am now to say that the private contributions to both these successful schools are more than equal to the reduced grants conditionally sanctioned in their favour. The total income of all three schools is R5,205-8-3 per annum, inclusive of the credit taken for the Missionary's salary as *teacher* at R100 per mensem in the case of the high school, and at R50 per mensem in the case of the sadr bazar school. Properly stated, the income as compared with redistributed grants would stand thus:—

	Fees.	Subscriptions.	Superintendence.	Total.	Redistributed grants.
	R a. p.	R a. p.	R	R a. p.	R
High School . . .	729 8 3	1,691 4 9	1,200	3,620 13 0	3,600
Sadr Bazar School . .	135 13 9	309 0 0	600	1,044 13 9	600
Branch schools . .	151 6 0	388 6 9	...	539 12 9	444
	1,016 12 0	2,388 11 9	1,800	5,205 7 6	4,640

and although the income of the main institution does not amount to R310 per mensem, as previously stated, it will be seen that it is very little less, and more than equal to the increased grant asked for and sanctioned for it in your letter under reference; while, as already stated, the income of the minor institutions is considerably in advance of the sanctioned grant."

"No. $\frac{3182}{128}$.

"Copy forwarded to the Inspector General of Education, Central Provinces, for information, with reference to the correspondence ending with his No. 3579, dated 21st October.

C. GRANT,
Secretary."

case, because the proportion allowed for the superintendence of the Missionary ought first to be deducted from the cost of the school, the balance being the net cost of the school, of which I recommend one-half to be given, therefore it can't be the case.

Q. 32.—In your mission accounts for 1880, I find that you received from Government for your aided schools R3,631-6-0, and that your expenditure was R7,107, or you received a slight sum in excess of half your expenditure. So also in your accounts for 1881, you expended R7,539-12 and received as a grant R3,762-11-6, which is about half the expenditure. Do not your own reports show that you receive half the total expenditure on your schools as grant-in-aid?

A. 32.—Yes; certainly.

Q. 33.—When you last asked for a grant did you not get what you asked for?

A. 33.—I applied for an increased grant for my sadr bazar school, in which I accept your proposal to transfer from the sanctioned grant from the high school the sum of R35 to the sadr school.

Q. 34.—Again, with reference to your answer to question 20, do you not know that inspectors in reporting on schools to the Inspector General of Education, Central Provinces, take cognisance of discipline, cleanliness and respectful demeanour, and animadvert freely on everything they may see objectionable, whether in Government or aided schools?

A. 34.—I was not aware that inspectors had any directions to take cognisance of the tone and spirit, and, in general, of the morals of the school.

Q. 35.—In your answer to question 21 you say that you believe that Government high schools and colleges are attended chiefly by the children of middle and comparatively well-to-do classes, and that aided high schools draw their pupils from the poorer classes of the community. I have just received social position returns from the Government college and high school at Jubbulpore and from the aided school under your management.

They are—

	Higher classes.	Middle classes.	Lower classes.	Total.
(1) Government College	2	46	19	65
(2) Do. High School.	2	102	45	149
(3) Church Mission aided High School.	1	12	...	13

Or in the Government College 26 per cent. belong to the lower classes, and in the Government high school 30 per cent., whilst in the aided high school there is no scholar belonging to the poorer classes, such poorer classes being defined to be persons having no realised property bringing in R200 annually and in receipt of incomes of less than R500 annually. Is it not the fact, then, that in these Provinces more poor scholars attend the Government high school than attend the aided Church Mission school?

A. 35.—I was certainly not aware of that.

Q. 36.—The college fee is R2 per mensem. The total fees amounted in 1880-81 to R900. You divide this by the total number of boys at the close of March, though there was a large influx of scholars in January. Should not the divisor be the average number of scholars enrolled?

A. 36.—I find in paragraph 52, 58 boys on the roll on the 31st March; in the same return the fee-receipts are put down at R900, which gives an average of R17 per head.

Q. 37.—Similarly for the high school the fee charged is one rupee per mensem. No free students are allowed. The total fees collected were R1,067, the average number on the roll being 92, which gives R11-9-0 per boy. In your own high school I see the fees amounted to R191 for an average number of 16 boys, or R11-15-0 per boy. Therefore, though you have no poor scholars in your high school, yet you only collected per head about the same sum in fees as the Government high school with 45 poor students. Is this the case?

A. 37.—Fees in our high school are taken up to R5 a month. A boy who passed the entrance examination from our high school last year was admitted to the Government College and immediately began to pay a fee of R2 a month, whereas in our high school he paid R3 per mensem.

Q. 38.—There is only one Government high school in the Central Provinces. The fee charged is one rupee per mensem. By far the larger number of pupils, 132 out of 149, come from a distance, have to buy their own books, and board themselves in a distant place. Only two boys belong to the upper classes, 102 to the middle classes, and 45 to the lower classes, including several mendicant Brahmins. In your answer 15, you call the education at the Government high school "a costly education to be had for nothing." Do you still think this is the case when compared with your own school, where there are no scholars of the lower classes, and in which you only obtain about the same average rate of fee?

A. 38.—Answer 15 refers not to the Central Provinces, but to the whole of India.

Q. 39.—Would you greatly reduce the scholarships given to middle-school boys and tenable at a high school?

A. 39.—I have answered this in answer to question 18 of the printed list, in which I say scholarships should be offered to poor students, but those who are certainly able to pay should be taught to do so.

Q. 40.—With reference to your answer 23, I would mention that all middle-school scholarship-holders are permitted to hold their scholarships at any high school, Government or aided, and that no official influence is brought to bear upon them to attend a Government school. As a proof, there were on the 31st March—

(1) At the Free Church Mission School . . .	19	scholarship-holders.
(2) At the Nagpur City Aided School . . .	18	do.
(3) St. Francis DeSale's School . . .	5	do.
(4) Jubbulpore Church Mission	2	do.

Have you anything to say to these figures?

A. 40.—Nothing whatever.

Q. 41.—Do you know that so soon as the middle-school examination was established, orders were issued to all zilla schoolmasters to send up all boys who had attended their highest class for 10

months before the date of examination, and that this rule is not infringed?

A. 41.—I mean that masters should not be allowed to keep such boys who have already passed in a lower division of the middle-school examination, so that they can pass in a higher standard and obtain a scholarship.

Q. 42.—Boys who have passed the middle-school examination are allowed to try again to compete for high school scholarships, provided they are under 17 years of age. This privilege you availed yourself of by presenting one boy in 1881 who had passed in 1880, namely, Jafar Khan, who obtained a scholarship. The Free Church Mission presented 21 boys a second time, and the City Aided School presented 16 boys twice.

A. 42.—I observe, with reference to the boy in case, that we have a high school to which a boy could go, and my reference is not to high schools, but to zilla middle schools.

Q. 43.—In this respect does not the Department allow to aided schools the same privilege that is allowed to Government schools?

A. 43.—Yes.

Q. 44.—With reference to No. iii of answer 23, do you think it would be right to refuse to admit passed middle school scholars into the Government high school, and thus compel them either to attend the Missionary school you conduct, or to give up their higher education?

A. 44.—The question is not between giving up a high education and attending a mission school, but the suggestion is made as a general principle which should be observed.

Q. 45.—With reference to answer 23, is there not a rule that no boy who has received any portion of his middle-school education at the Mission school, Jubbulpore, shall be admitted to the Government high school without a written permission from the head master or manager of the aided school? Has that rule ever been infringed?

A. 45.—I was not aware of the arrangement.

Q. 46.—With reference to your answer 29, is it not true that there is only one Government college in the Central Provinces, and therefore that all college scholarship-holders must either go there or attend a foreign college in Bombay, Calcutta, and North-Western Provinces, or elsewhere? As regards scholarships held at the Government high school, Jubbulpore, I have already mentioned that in March 1882 there were 74 scholarship-holders, so in the Nagpur Mission there were 19 scholarship-holders, in the City Aided School 18 scholarship-holders, and in your school only 2. Is it not a fact that if you had passed more middle-school scholarship-holders higher than you did, and if your school had been more popular amongst zilla school passed middle-school students, you would have had more scholars?

A. 46.—If we had passed more boys we should have received more scholarships; we received a large influx of boys from the middle schools of these Provinces who afterwards left to attend the Government school.

Q. 47.—Had not the boys to whom you refer been previously refused admission to the Government high school under the apprehension that a sufficient staff could not be entertained for their instruction?

A. 47.—They had been refused admission to the Government school, but on what apprehension or misapprehension I cannot say.

Q. 48.—Do you think that the following figures suggest that if your school had been as successful in passing scholars at the middle-school examination as the Nagpur Free Church and city schools, your school would have been more popular, and quite able to hold its own with the Government high school, Jubbulpore?

	1880-81.		1881-82.	
	Passed.	Obtained scholarship.	Passed.	Obtained scholarship.
Nagpore Free Church .	23	8	16	8
,, City Aided .	22	8	17	5
Jubbulpore City Aided	7	3	10	3
,, Church Mission.	5	2	4	1

A. 48.—No.

Q. 49.—You say that the educational authorities can say whether there is any truth in the statement that middle-school scholarship-holders are not allowed to read in aided or mission schools, or whether pressure is brought to bear upon them to attend Government schools. I would mention that seven scholarship-holders educated in the Bhandara, Ashti, Hingaughat, Ramtek, Chanda, Umrer Government schools, now attend the Nagpur City Aided School, and six such boys educated at the Kamptee and Chanda Government schools now attend the Free Church Mission. Do not the above figures prove that scholarships may be and are held at mission or other aided schools by boys from Government schools, and will you take my assurance that no official pressure of any kind or description is brought to bear upon any middle-class school boys as to where they should hold their scholarships?

A. 49.—I do not state it as a fact beyond dispute. I refer to a general opinion which I have frequently heard expressed. If it is not true, steps should be taken to place the matter beyond dispute.

Q. 50.—You say in your answer "the following figures are suggestive," namely, that in the aided high school under your management there was only a sum of 22 rupees for scholarships drawn, whereas in the Government college and high school there was a sum of ₹1,000 paid as scholarships to the pupils. The figures suggest, do they not, that your school is unsuccessful in passing students high enough to obtain scholarships?

A. 50.—No; certainly not.

Q. 51.—Do not your school and the City Aided School have practically the monopoly of the middle-school education of a city containing a population of more than 75,000 persons?

A. 51.—They have practically the monopoly.

Q. 52.—Again, the 1,000 rupees you say were once paid in scholarships in one high-class Government institution refer to the sum once spent in the Government college, Jubbulpore, and in the Government high school,—that is, in *two* institutions, not in one? Is not this the case?

A. 52.—Yes.

Q. 53.—You say in answer 45 that grants to girls' schools are less in amount and given on more onerous terms than to boys' schools. But

for result-aided girls' schools do we not pay twice as much for each child who passes as for boys?

A. 53.—I was not aware of this.

Q. 54.—What conditions have prevented you from asking for a grant for the school attended by girls of good caste mentioned in your answer 45?

A. 54.—I may state it broadly,—objections to a male inspector and the visit of the inspecting officers; there are other minor reasons.

Q. 55.—You say in answer 49 that the Government high school, Jubbulpore, opened new classes. Did not 96 boys who had passed the middle-school examination apply for admission to the Government school? Would you have had us teach them all in one class, instead of in two parallel classes, or would you have had us refuse half of the admissions, and thus compel them either to enter your school or to cease to go on with their education?

A. 55.—I would not have them all taught in the class; and as to being refused admission, that is a matter on which I can express no opinion.

Q. 56.—Did I not write to you and beg you to do all you could to get the boys to enter your school? Did I not say that I should be only too delighted if they would do so, but that I could not compel the boys who had received no part of their education at your school to enter your school by refusing them admission to the Government school?

A. 56.—Certainly.

Q. 57.—You say that the opening of parallel classes in the Government high schools proved so disastrous to your school that you had to face the question of closing it altogether. Did the Government high school deprive you of a single student that had received any part of his education at your middle school or high school?

A. 57.—No part of the middle education, but a part of the high school education.

Q. 58.—Did their high education in your school in any case extend to more than two months?

A. 58.—No.

Q. 59.—In answer to question 52 you say that there is probably a tendency to raise primary into secondary schools. What grounds have you for this assertion, seeing that Government secondary schools have in the last twelve years decreased by six, and that during the same time not a single Government secondary school has been newly opened?

A. 59.—It is my opinion; the question does not refer exclusively to the Central Provinces, nor does my answer.

Q. 60.—Please tell me if you mean to say, with reference to your answer 46, that the conditions on which grants-in-aid are given are more complicated than necessary. We have the evidence of the Rev. D. Whitton, the Rev. F. Pelvat, both managers of large aided schools, that the conditions are not more complicated than necessary?

A. 60.—I have not answered this question in detail, and at the present moment I am not prepared to give a definite answer.

Q. 61.—With reference to your answer No. V of question 23, are you not allowed to send scholars to be trained at the Normal school, Jubbulpore, and did not your predecessor, the Rev. Mr. Champion, actually send boys for training?

A. 61.—I believe the Rev. Mr. Champion did send two or three boys for training.

Q. 62.—You say that the grant to one girls' school was withdrawn. Are you aware that only the fixed grant was discontinued and the school was admitted to a grant on the payment by result rules?

A. 62.—I know the fixed grant was withdrawn.

Q. 63.—Should not the fixed grant have been withdrawn when it was found that only 5 girls out of 22 could read, that girls of one year and eight months' standing did not even know their letters, that the mistress did not know how to teach, that the attendance register was not written up to date, and there had been no promotions for a whole year?

A. 63.—I have no manner of doubt that the grant was withdrawn on the inspector's report. What the report was I cannot say. I have the authority of the Lady Superintendent of the school for saying that the children were so alarmed and terrified at the inspector's examination that they were unable to do what they were able to do in the inspector's absence.

Evidence of Miss Hoy, *Lady Superintendent, Jubbulpore Female Normal School.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—Seven years' experience as Lady Superintendent of the female normal school at Jubbulpore, Central Provinces, have helped me to form certain opinions with regard to female education in India. I wish to answer these questions only so far as they concern the education of women and girls.

Ques. 3.—In your province is primary education sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it, and why? Are any classes practically excluded; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge in every class of society?

Ans. 3.—Native women of almost every class seem to me very anxious to learn, and our schools would be filled with them if the customs of the country did not make this a difficult matter. I do not think caste prejudices affect the opinion of the lower classes on the subject of education, half as much as they do that of the better classes, where women have not to work for their daily bread. The particular class of women who distinctly hold aloof from education of any kind, is, I think, that of the agricultural class, or peasantry. For instance, of the number of women presenting themselves yearly for entrance into the female normal school, only five per cent. are from among the agricultural classes. Their girls, too, are restricted from learning, both for the same reason that their time is occupied in employment that brings remuneration; they *cannot afford the time to learn*. So long as these people are under the impression that education means a devotion of their time to the acquisition of the art of reading and writing, an art that will not in itself buy them food and clothes, so long will they be afraid to have any

thing to do with it, and prefer to remain in ignorance. This class would never hesitate to accept education of any kind for their women and girls, if it were offered them under favourable conditions. I mean that they would attend school at once, if it would secure them the means of livelihood. If artisans and peasants are to be put within reach of opportunities for the cultivation of their faculties, open-air schools, conducted so as to suit the circumstances of their condition, might be carried on with effect. In all villages there must be men whose influence can be brought to bear upon the ignorant, and I would propose that these men should organise a system by which school work may be carried on in connection with the actual daily labour for which the labourers receive wages, the wages, according to work done, being guaranteed on condition that a small portion of the day be devoted to learning. If a certain sum is set apart by Government for the exclusive object of female education among the peasantry, and small portions of that sum be amalgamated with a common fund raised by small monthly subscriptions from the well-to-do men of the village, together with the amount of actual wages earned by women and girls, such a fund would secure for education the very guarantee to make it attractive in the eyes of such classes. To the enterprising Indian mind there is no incentive like that of commendation from the "Sirkar;" and headmen of villages, setting a high value on Government approval, could easily promote the welfare of the people by establishing out-door schools. Such schools may be conducted by trained teachers, at the scene of the labours of the women and girls, and at hours fixed for a cessation of their manual labours. The hours need not be longer than half the time of ordinary schools, to enable one teacher to manage two schools, one in the forenoon, the other in the afternoon, and they may be in different parts of the village. Open-air teaching would help to make the Natives less suspicious as to what is taught, and the manner of teaching it; and as simple people like simple plans, I think open-air schools would be more acceptable to them on account of their simplicity. Men and women, boys and girls, would here be equally accessible. Progress might not be rapid, but it might be sure, and a thirst for knowledge created, which would afterwards lead to higher things. Teachers could be supplied from the Government normal schools, and special arrangements for the conducting and examination of these schools could be made by Inspectors through their subordinates. I do not propose this system as anything but a hint which would require to be worked out. It might be that such a scheme for reaching the working classes may seem rather Quixotic, but I have seen something of this kind of work carried on very successfully in Africa, where Arab slave-owners, actuated more by self-interest than by philanthropy, have taught their slave boys and girls all they ever knew in this way.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters (mistresses)? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—I do not think there is a better system in force in India for providing female teachers for girls than that we have in Jubbulpore, *i.e.*, the training of women who are wives of schoolmasters, or of the wives of men who intend to become teachers. The training these women receive is sufficient to qualify them for the charge of primary girls' schools. The fact of their husbands being schoolmasters tends to strengthen their position. Women whose husbands are not teachers receive the same degree of training, and as far as capacity goes, prove equally efficient teachers, but the social status of these women is not the same as that of *bonâ fide* schoolmasters' wives. Increase of pay would, of course, bring a better class of men and women under training, and these would exercise so much the better and stronger influence over the people among whom they work. But I do not think better wages would strengthen the position of a female teacher whose husband belongs to some other profession, and who consequently has to work without his help or protection. She must have a support extraneous to high wage or superior training. Her position can be very decidedly improved, if Natives in Government employ could be made to recognise her as another Government servant, to whom their respect is due. I do not hesitate to say that half the difficulties in female education among the masses generally would be overcome if men of influence could be made to understand clearly that co-operation in these matters is a duty Government expects from them, and that any contrary influences would affect the estimation in which they are held by the Administration. I say this, because I think the respect of such men is what would best gain the respect of ignorant people for female teachers. In places where there are girls' schools, female teachers, and school committees, and the schools are not successful, in nine cases out of ten the reason of their non-success is attributed to the inefficiency of the teachers. In a girls' school I often visit I found written by the committee,—"The attendance has fallen off, and the chaprasi has been warned that if she does not improve the attendance, she will be fined!" In this case the chaprasi was a poor old woman whose duty it was to collect the girls and take them to school, but who could not possibly influence them, if they determined not to come. Here the Committee imposed upon the chaprasi a duty which was clearly their own. It is well known that the superstitious and ignorant among the Natives hold that an educated woman is a woman to be despised, so our poor female teachers have to work under anything but favourable circumstances, and unless they were supported by men in authority, they would effect very little indeed. Their individual energy goes for nothing without the co-operation of school committees. If the school committees would themselves undertake the responsibility of the regular and punctual attendance of the children, the parents would look upon teachers in a better light by this evidence of the school committees' interest in their work. In all districts where schools are successful, it will be found that their vitality is greatly dependent on the interest taken in education by influential men generally; and by their collective efforts the schools not only fulfil their object, but the teachers, feeling themselves respected, are encouraged to work to the best of their ability.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and

especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—As my answers are made with reference to female education only, I must say that I think handicrafts should be more largely taught. The simplicity of Native women's domestic routine leaves them much unoccupied time, and if this time could be more profitably employed, it would do much to raise the tone of their lives. I am not prepared to say what particular handicrafts should be taught,—this would depend very much on the resources at hand, and what sort of work the different castes would be allowed to take up; but I would advocate anything that would open up channels through which they could improve their circumstances. In our female normal school, where plain needlework, embroidery, and fancy work, comprise all the handicrafts taught, I find it is the one subject of instruction above all others which is the most eagerly grasped, and the most quickly applied. Then, again, I have had numerous applications for material for needlework from women in no way connected with the school, but who, being friends of the female normal school students, and having learnt to sew &c., from them, are anxious to put their knowledge into effect. This is very well where sewn clothes, embroidered caps and vests, knitted stockings, &c., are worn, but in villages where this evidence of civilisation does not exist, needlework for women is useless. Something else must take its place, and fulfil the same object, and for instruction in handicrafts for women, special means should be taken in all schools. Occupation for women's hands is quite as important as employment for their minds.

Ques. 12.—Is the system of payment by results suitable in your opinion for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I have said how much the success of female teachers' work depends on the support they receive from school committees, &c. Such teachers, unaided by the co-operation of influential people, would be very poorly paid indeed, if payment depended on results produced only by their own individual efforts. In the case of teachers who are wives of schoolmasters, it would be more effective, as these women are helped by their husbands. Applied generally, I think the system of payment by results must work well.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestion to make on this subject?

Ans. 39.—So far as I know, the principles of duty and morality do not definitely form subjects of instruction in our schools, though general injunctions are freely given in some of the chapters in our reading-books where reference is made to conduct. There is no doubt that depraved ideas vanish where wholesome intellectual progress leads the way to a higher morality, but I do not think that a special series of lectures on this subject could well be formed without involving the subject of religion, and this, with a bigoted and superstitious people, would never result satisfactorily.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools and colleges in your province? Have you any suggestions to make on this subject?

Ans. 40.—Exercise of any kind, like school drill or calisthenics, is distasteful to Native women. When I first introduced calisthenics into the Female Normal School, they were unanimously protested against by the women, and their husbands came to say it was impossible for them to go through such exercises. I modified school drill into simple exercises, and taught them myself to the children of the model school, the women taking no part in them. This was about four years ago. The novelty having now worn off, the women put the children through the exercises themselves, and look upon it as a part of their school duties. The little girls like it immensely, and I think the teachers see how absurd it is to object to exercise of this kind, and are convinced that it makes school attractive to children, to whom activity of any kind is natural. Simple calisthenics suited to the movements of girls clothed as Indian girls are, and marching and singing, I think absolutely necessary in our Indian girls' schools, quite as much on the score of healthy exercise as because they form pleasant varieties to the monotony of position, and are really attractive to children. Small inclosures or yards to serve the purpose of play-grounds are essential in all Native girls' schools; room to play in would make the study corner less irksome than it is in most of our girls' schools.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—Thorough training in normal schools. This method is already in force. There is still a difficulty in procuring suitable women for training, but year by year this is becoming less, and the female normal school is able to provide a teaching agency almost equal to the demand. Women, after undergoing a full course of training, are returned to the districts from whence they were sent. Districts that do not send in women for training are in consequence at a loss for female masters for their girls. The training of schoolmasters' wives is the best method of providing teachers. In the Educational Report of 1880-81 for the Central Provinces it is stated, "The best girls' schools are those at Kurai, Saugor, and Deori." The schools named are in a district where the people are more zealous than elsewhere in the subject of education, and the three women in charge of these schools are schoolmasters' wives, who received their training at the same time as their husbands.

Ques. 46.—In the promotion of female education what share has already been taken by European ladies, and how far would it be possible to increase the interests which ladies might take in this cause?

Ans. 46.—I regret to say I know of no voluntary part taken by European ladies in promoting female education; but in all cases where help has been solicited, there has always been a willing response. It seems to me that ladies are generally under the impression that Indian women and girls, on account of caste prejudices and restrictions imposed on them, would rather not have anything to do with them. This impression must first be removed. I know, from experience gained from intercourse with Arabian as well as Indian women, the immense deal of good cultivated European ladies can do to secluded women, who are debarred from all intellectual and social enjoyments. I once had occasion to visit the girls' school at Sleemanabad. There were 42 girls present, I

think. I talked to them, sang to them, and taught them some kinds of needlework until it was time for school to close; the girls all declined to go to their dinner, but the teacher insisted on their doing so. They were away about ten minutes, and then rushed back, begging that I should let myself be seen by their parents. I walked through the village, said a word or two of salutation here and there, and entered into conversation with a few. They seemed to like this very much. Eighteen months afterwards there was a large festival in Jubbulpore, and to my surprise a number of men, women, and children came to visit me. They were the Sleemanabad people who had come in for the festival, and took this opportunity of letting me know they had not forgotten my visit, and requested me to visit them again. I quote this incident merely to show how by simple acts of kind interest the confidence of the people can be gained, and how much good ladies could find means of doing by mere visiting. Our ladies naturally do not care to do anything in this way, because they think their exertions and interest are utterly unappreciated. Gentlemen in high official appointments could give a very sensible impetus to this kind of work, by inviting ladies to form committees, and arranging certain days for a general visiting of Native girls' schools. In most cases ladies not knowing Indian languages would find a difficulty in communication, but the gentlemen who convene the ladies' committee would always have it in their power to provide suitable mediums of interpretation. On account of timidity, ladies would not start committees of this kind, or maintain the operation of their functions on their own responsibility. Gentlemen in authority must not only be the motive power in the formation of these societies, but they must clear the way for them. The superiority of their position naturally exercises an influence over the natives generally, and their respect must be secured for the ladies to give them confidence. I do not think ladies would care to undertake any work in the way of promoting education in India, singly; and in illustration of the power of "sympathy of numbers," I would propose that the ladies' committee should do the visiting in a body; it would excite and interest the Native women and children, and be more pleasant to themselves. This visiting will open up the way to endless ways of doing good, but it must be done systematically, with a certain object to be accomplished.

Cross-examination of Miss Hoy.

By the President.

Q. 1.—With reference to your answer No. 3, would there be no objections by the Natives themselves to out-of-door schools for girls, or would such a feeling not exist among the peasantry of these Provinces?

A. 1.—I think not: the parents would be resting from their work, together with their daughters, and so would be present with them.

Q. 2.—If the failure of school-work among the common people is chiefly due to the fact that Native gentlemen of position take little interest in the matter, would it not be well to make greater efforts to educate the wives of the better classes, and so make these classes more fully realise the benefits of female education,—in short, to set the fashion of female education among the Natives?

A. 2.—Yes; it might be well to make such efforts. But I don't know that they would have the desired effect. It seems to me that Native gentlemen are rather jealous of the education of women.

Q. 3.—What are the ordinary hours of a girls' school?

A. 3.—In some schools the girls attend from 7 to 10, and then again from 1 to 3. In others they attend straight on from 9 to 3.

Q. 4.—What may we take to be the ages of these girls?

A. 4.—From 5 to 14. Perhaps 8 to 10 may be the average. Most Natives like to withdraw their children at the age of 10.

Q. 5.—Do you think that five hours a day are too long for such little girls?

A. 5.—The girls in my model school have half an hour of recess, and also one hour of needlework. I do not think that the hours are too long.

Q. 6.—Have most girls' schools enclosures or screened play-grounds such as you speak of as necessary in your answer 7?

A. 6.—My experience is confined to Jubbulpore and Poona. I have not seen such enclosures. My own school has a large play-ground. It is not screened, because it is surrounded by an open plain, and people do not come near it.

Q. 7.—Do you think that zenana teaching is acceptable to Natives of the better classes?

A. 7.—I do not think I am qualified to answer that question. Whenever I have myself visited a zenana, I have invariably been asked to come again.

By Mr. Browning.

Q. 1.—Are school committees often induced to believe ill of schoolmistresses, and to recommend, or at least assent to, their dismissal on slight grounds?

A. 1.—I think so.

Q. 2.—Is the position of an unmarried Native schoolmistress in these Provinces one of great difficulty and often of some hardship?

A. 2.—Yes, I think so, because unmarried women are not looked on with respect.

Q. 3.—Such difficulty and hardship are partly caused by the want of support from influential Native gentlemen. Is it not so?

A. 3.—Yes.

Q. 4.—Are, so far as you know, most of our girls' schools, excepting those of the Saugor district, filled generally by girls of very poor persons?

A. 4.—No; the schools in Jubbulpore have pupils the children of persons in good circumstances.

Q. 5.—If influential Native gentlemen took an interest in the education of girls, would a richer class attend having more leisure to carry on their education in after-life?

A. 5.—I think so. The children of rich people are as desirous of education as those of poor persons.

Q. 6.—Do you know if any objection to the inspection of girls' schools by inspectors has ever been made in these Provinces?

A. 6.—No, I have not heard of any decided objection being made, but I think the people would prefer female inspectresses, because when the circle inspector comes, the schoolmistress will scarcely answer and objects altogether to show her face.

Q. 7.—Do you advocate the employment of an inspectress of schools?

A. 7.—I cannot answer this question decidedly.

Statement of LEWIS A. MENDES, LL.D., *Barrister-at-Law, Jubbulpore.*

I have been connected with European and Anglo-Indian schools for the last fourteen years, first as a committee member of the Doveton College in Calcutta, and since 1876 as the honorary treasurer of the Christ Church schools, Jubbulpore. I have only been one year on the committee of the Church Missionary Society in Jubbulpore; but as my work has brought me in contact with all classes in many districts of the northern division of the Central Provinces, and education is my hobby, I have formed certain opinions on it, which I beg to lay before the Education Commission.

Collegiate schools.

At present, and for many years to come, collegiate education must be left, in the hands of Government. High education has only lately come to be prized, and the number of scholars that is yet obtainable is still not large enough to fill one college. That college cannot be supported by the local public. If the leaders of the communities in the various districts which send pupils to Jubbulpore could be persuaded to help with their money and interest, something might be done, but I think this is unattainable. While considerable help is given to the Christ Church schools by residents in Jubbulpore itself, almost no help can be obtained for it from Europeans in other districts, and I think the same rule will hold good in the case of Natives.

High schools.

High school education may with advantage be left to local efforts. There are, at present, four high schools in these Provinces, two in the northern and two in the southern division, educating a little over three hundred scholars. The high schools in the southern division are supported by private efforts and Government grants-in-aid, with results fully equal to those in the northern division. The high school in Jubbulpore is a Government school, and its existence is clearly detrimental to the Mission high school. Naturally all scholarship-holders will flock to a Government institution, and boys coming from Government schools in the districts will be as naturally attracted to a Government institution. The Inspector General of Education in his last educational report asserts that the boys in the Jubbulpore high school have not been educated in the Mission school, and that yet they have on their rolls over one hundred and fifty students. This is just what would be expected. The Church Mission school has only its own scholars to be trained up to the higher standard, while the Jubbulpore high school draws its pupils from the middle schools of the whole northern division.

There are only fourteen pupils in the Mission school. With the same staff of teachers four or five times that number could be taught with ease, and the total cost of each pupil would not be half of what the cost is in the Government high school, while the cost to Government would be less than one-fourth. I am not advocating the interests of the Mission schools to the detriment of those who object to have their children instructed in institutions where the Bible is made a compulsory subject of education, though I do think that their opponents make far too much of the objection of Natives to study in Christian schools. I think active opposition to them is very weak, and that, given a fair field and no favour, the Mission school will hold its own.

If Government were to abolish the high school in Jubbulpore, there exists in the town the nucleus of a school for those who object to Christian teaching. The Hit Carnie middle school has prospered and is prospering. It is managed by an influential local committee, and if it were supported by a liberal grant-in-aid, I think they would be able and willing to undertake to supply the place of the high school. The two schools thus placed on an equal footing would draw pupils in proportion to the capabilities of their teachers, and high English education would not suffer. The Mission high school with its thirteen boys passed four at the Entrance Examination last year; the high school with its, say, one hundred boys, passed only twenty-two.

Middle schools.

Government schools in the larger districts can be dispensed with without detriment to middle-class education. Already Nagpur, Saugor, and Jubbulpore have schools supported only by local efforts, and a good school has lately been started in Seoni which promises soon to equal, if not surpass, the Government school. In the larger districts and in Gadarwara there will be no difficulty in forming local committees for schools; the thirst for education is patent in these places, and if Government schools were abolished their places would be immediately occupied. The advantages of education are not so appreciated yet in the smaller districts, such as Mandla, Damoh, &c. But it might be possible in a few years to abolish Government middle schools even in them.

Primary schools.

Wherever a middle school can be established by local efforts, primary schools may also be left to the same local committees. In the other towns and the districts generally, Government schools will be required for many years to come. In a few large villages education is appreciated, and local committees may there have charge of their schools, but the rural population do not appreciate education, and the majority of their leaders are positively hostile to it, as being contrary to their interests. Primary education in these Provinces is yet but in its infancy. There are not 200,000 boys in all the primary schools of the Provinces, and nearly two-thirds of these are in primary schools connected with existing middle schools, leaving between 70,000 and 80,000 for schools which are only primary. With a population of over eleven and a half millions of people it can hardly be said that much is being done for the education of the masses. If education is to be left entirely to the mercy of local boards, I am afraid that primary education will not be fostered. The class of men who will of necessity compose these boards will do as little as they can for education. The *malguzar* who takes advantage of the ignorance of his tenants to make them execute leases far in excess of what they have agreed, and the wealthy *baniah* who counts on the folly of his constituents to extort exorbitant profits by petty loans at compound interest, see in education the greatest obstacle to their dishonest gains.

Teachers.

Above all, however, the greatest need in these provinces is good teachers. The educational staff is as yet in the main badly trained and very inefficient. We need more teachers who have been instructed

in normal schools, and the two years' course of instruction is too short to be efficient. A three years' course is necessary. This branch of education should be entirely in the hands of Government.

Inspection.

In proportion as schools are left to the control of committees, there will be more necessity for thorough inspection by Government officials. Much can be done, no doubt, by active members of committees to keep the standard of education at its proper level, but active members of committees are few, and the control of schools generally falls into the hands of a single member who might be guided by partiality or prejudice. Besides, if Government is to help them, as it must, with large grants-in-aid, it is only fair that they should see that the money is not improperly used. I think that inspection and control at present is not sufficiently thorough, as the staff is not sufficiently strong to enable it to be so. An inspector visiting a school one day in the year cannot thoroughly examine all the classes and discover the deficiencies of the training of each class. Inspection should be more thorough and more frequent, so that the defects may be pointed out, and that the inspector may see that those defects are being rectified. At present a teacher may ruin a school for a whole year without the defects in his system of teaching being discovered.

Sectarian schools.

As far as I can judge, there is little need for different schools in connection with different religions. As a rule, the Hindus and the aborigines do not care in what schools their children are educated. The majority of them are not hostile even to Christian teaching, and I can say from experience that a vast proportion of the male population will prefer good education, if combined with religious education, to mere secular education of a very little lower standard. It may be necessary to subsidise Muhammadan schools in Jubbulpore, Seoni, and Rahatghur in the Saugor district. Nowhere else in the northern division of these Provinces is the Muhammadan population appreciable. It would be more advisable and consistent with the feelings of the Muhammadan community that these schools should be aided. Primary schools only will be needed for many years to come, as the Muhammadans have only recently begun to care for education.

Religious neutrality.

Religious neutrality in education is impracticable. Mission schools are not the only ones that are fighting against the old faiths. They differ from others only in this, that they profess to supply a new religion in place of the old ones. In other schools, except those which are strictly sectarian, the process of disintegration goes on slowly but surely, and masters with pronounced views, whether Comptists or Brahmos, inculcate their creeds on their pupils without instructing them during fixed hours. In all other cases no religious training supplies the place of the old religions. It is a matter of regret, and yet it is difficult, if not impossible, to provide moral training without religious instruction.

Fees.

I think that the wealthier classes do not pay sufficiently high fees, especially for the higher standards. I have known some of the richest in these Provinces to pay only Rs. 2 per mensem for high school and collegiate education.

Female education.

Little is being done for female education, but I think that the fault does not lie with the educational authorities. The wealthier classes do not care for it, and the work must commence with the lower classes. As most of these are employed from a very young age in domestic duties, they can spare little time for learning. The impetus must come from the district authorities and certainly cannot be left to local boards. If a district officer cares for female education, his tahsildars use their influence to obtain scholars for female schools.

JUBBULPORE;
The 22nd August 1882.

Evidence of COLONEL H. I. LUGARD, *Deputy Commissioner, Nagpur.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—Nineteen years' experience in the Central Provinces in thirteen different districts as Assistant Commissioner and Deputy Commissioner.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—The system of primary education is suited to the requirements of the province. If education were made compulsory it would become unpopular. If the Department were unassisted the schools would soon be empty.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary education is not sought for at all, either by the people in general, or by any particular class. In the large towns of Nagpur, Kamptee, and Jubbulpore alone is education at all sought after. In the districts all classes join in it with more or less of reluctance, according to the value of the services of the children to them as assistants in the field or in trades. The influential classes are quite apathetic on the subject of the extension of elementary knowledge to all classes. In fact, they consider it lowering the value of education.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training

or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Village indigenous schools do not exist. Such indigenous schools as there are, are on the grant-in-aid system in the cities of Nagpur and Kamptee, and they have no connection with any ancient village system.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Boys educated at home, as a rule, learn nothing but to read and write, and cannot compete for public examinations with boys educated at school.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate private agencies which exist for promoting primary instruction?

Ans. 6.—No dependence at all can be placed on private effort, aided or unaided, for the supply of elementary instruction in rural districts. The malguzar will generally give a house for the school, and that is all.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—I think the school cess of every district should be administered by the district committee. If local boards are established for each tahsil, the school cess should be allotted for expenditure by the district committee to each local board. The local boards should every year send in a budget proportioned to the school cess of the tahsil. They should determine where schools should be located, the pay that should be given to masters, and scholarships to be awarded, fines to be inflicted, and all other matters connected with the financial and disciplinary condition of the schools, and also give grants for the support of the primary classes of the Anglo-vernacular school or schools, but should exercise no control over the curriculum of study or the standard to which each school should be raised. I am of opinion that a chief cause of the apathetic and uninterested demeanour of the people is the ignorance that prevails as to the expenditure of the money raised from them for education, and if the people through their representatives saw and discussed the mode in which the cess was to be expended, they would surely evince more interest in the cause.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal funds, what security would you suggest against the possibility of Municipal committees failing to make sufficient provision?

Ans. 8.—I think that all indigenous grant-in-aid schools, vernacular or Anglo-vernacular town schools and their branches, should be entrusted to Municipal committees for support and management. The proceedings of Municipal committees in educational, as in all other matters, would be subject to the control of the president and vice-president of the committee; and the circle inspector and district inspector of schools should be *ex-officio* members of every Municipal committee. The educational grants and allotments from local funds should be shown in the budget, and the control exercised by the sanctioning officers would be security against failure to make sufficient provision. Municipal committees would of course exercise no control over the course of studies or the standard of education to which each school would be raised; but they should have a voice in the appointment, suspension, or dismissal of schoolmasters.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—I have not had much to do with indigenous schools. The people select their own teachers,—in fact, it is generally the teacher who creates the school. He comes to settle where he sees an opening, and gets up a school. The social status of the village schoolmaster in these Provinces is generally good, unless he fails to remain on good terms with the malguzar. Educated men are so few in number that the village schoolmaster (unless disqualified by caste) takes his stand among the *élite* of village society. The position of the schoolmaster depends entirely on himself. A man of conciliating manners is generally well treated, while a quarrelsome or idle man, even though a Brahman, finds himself shunned and his position made quite unendurable. Many schoolmasters do exercise a beneficial influence among the villagers, but the majority do not. If the wishes and feelings of the villagers were consulted in appointing school-masters more than they are now, the position of the masters would be improved.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—As regards these Provinces, where the mass of the population is agricultural, I think more attention should be paid to arithmetic, village accounts, mensuration, and other subjects, which would be of use to agriculturists, because of course only a very small proportion of the scholars can expect to enter the public service or other professions. In order that this should be efficiently done, I think every village schoolmaster should pass an examination in mensuration and surveying with the plane table, juma kharach, grain accounts, village accounts, and so on.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people; and if not, are the schools on that account less useful and popular?

Ans. 11.—Yes.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—No; it is only of use among the urban population.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—I would not take any fees in primary schools. Education is not sufficiently popular to allow of it. I should feel more inclined to make attendance in a measure compulsory, or even to give small fees to induce regular attendance.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—The number of schools is limited by the funds available to support them, and their efficiency by the qualifications of the masters; both these results are directly contingent on the expenditure incurred. More masters on better pay could be appointed if more funds were available, more schools opened, and more inducements held out to promising scholars in the shape of scholarships, &c.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854; and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—No.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—No.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—No.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—All classes avail themselves of the Government schools,—the professional and educated classes willingly, and the agricultural classes generally with reluctance. Marwaris and Banyas don't care for the style of education given in the primary schools, but the educated classes avail themselves readily of the advantages offered by all classes of schools and colleges, and I have no doubt that, as education spreads, the number who seek for a liberal education will rapidly increase. The opening of professional schools and colleges would tend to develope the desire for education.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—I consider it quite possible for a non-Government institution of the higher order to become stable when in direct competition with a similar Government institution,—see the Mission schools at Nagpur and Jubbulpore. I think that under European supervision or under the support of educated Natives a non-Government institution may compete well.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—I am not aware of any unhealthy competition tending to injure the cause of higher education.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives, especially those who know English, speedily find employment, but, as a rule, the candidate's estimate of his own value is far in excess of the employment he eventually gets. There was a tendency to leave off study and rush in search of employment almost as soon as a man could read and write, but now men go up to college much more, and a higher standard of proficiency is being attained in these Provinces, which is very encouraging.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I think that only those scholars who intend to compete for appointments or to enter on a professional career should go beyond a primary course of education. To those who go in for the secondary schools, too high an aim cannot be held out, and those who only wish for an education suited for the requirements of ordinary life should not be made to go beyond the primary schools.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Yes, and now that Municipalities are relieved of police charges, this support is likely to be permanent.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—Primary education should, in my opinion, be undertaken by the State. It is the duty of the State to provide for the poorer classes who cannot provide for themselves. Secondary schools should be supported by fees and by grants-in-aid on the payment by result system, and colleges by endowments, which the wealthier Natives would contribute if encouraged to do so; and also by fees, Government aid being confined to the liberal distribution of scholarships, exhibitions, &c., to those of the poor scholars of primary institutions who display abilities likely to carry them through the secondary schools and on to academic honours. Liberal encouragement and commendation by the Government would soon produce endowments sufficient to cover the expenses of colleges, the build-

ings being erected by Government, and grants-in-aid given until the institutions are independent of Government aid.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The withdrawal of Government aid from primary education would cause its almost total collapse, but if primary schools were maintained, Government aid might be gradually withdrawn from secondary schools and eventually be given on the payment-by-result system, because the pupils who went on to the secondary schools would be those desirous of a good education and who would be willing to pay for it in the shape of fees.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—If Government withdraw to a large extent from the direct management of schools, the standard of instruction would certainly deteriorate. I do not think that any local boards or municipal committees would maintain the standard at least without the supervision of Government officers for some years after withdrawal of Government from direct management, but constant examination and payment of grants-in-aid on the payment by results system, would tend to maintain the standard.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The primary defect in the system is, in my opinion, that the Educational Department are dependent on civil officers for keeping the primary schools filled. It is certain that without the countenance and moral persuasion of the district officer and his subordinates, the attendance at primary schools would be *nil*: there is no blinking this fact,—therefore why keep up the fiction of moral persuasion?—why not give the district officer legal power to order boys to go to school unless they can show valid reason against it? There is an alternative plan of giving small fees to boys whose parents cannot afford to spare their services from the field or trade; Rs. 5 per mensem per school to be expended at the discretion of the school committee would suffice to provide small fees of 4 annas or 8 annas per mensem as a compensation for the services of the boys, and in that way the attendance might be maintained without compulsion. But this would involve an additional charge of between Rs. 3,000 and 4,000 per district, which Government could scarcely be expected to contribute unless it withdrew partially from the maintenance of secondary schools and drew more from schooling fees.

A second defect is that education in primary schools is conducted too much on the English model. This is scarcely within my province; but I think the system of instruction might be greatly improved.

The third main defect in the system is the ignorance in which the people are kept as to the way in which the rural school cess is spent. They have an idea that Government takes the cess and doles out a portion only in primary education, while the bulk of the cess goes towards the pay of the Government educational officers, while in point of fact the whole and, in some districts, more than the whole of the cess is actually spent on primary education. The want of local representative bodies associated in the administration of the expenditure of the cess fund is the cause of this ignorance, and accounts mainly for the attitude of apathy and almost of hostility which in many places is evinced towards the cause of education. I don't think there is any department in which the principles of local self-government more urgently require extension than in the administration of the school cess for primary education. That and the administration of the road cess by local rural boards would go far towards gaining the confidence and the support of the people.

30th June 1882.

Evidence of Major J. W. Macdougall, *Deputy Commissioner, Sambalpur.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—The only opportunities I have had of forming any opinion on this subject have been gained during my service as a civil officer in the Central Provinces and in these Provinces only.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—According to the orders which were published by Sir R. Temple at the commencement of his administration in this province, district officers were made solely responsible for educational results in their charges, while the Educational Department were the critics of the result and the means adopted to procure those results.

The system was in my opinion faulty, because the district officers could not supervise the tutorial staff, and often, if not generally, always owing to pressure of other work, neglected to examine the work of their district inspectors. Further, district officers had to depend on the Educational Department for their supply of masters, and many officers considered it unfair that the educational results of their district should be criticised by a department which, from the want of duly qualified teachers, was unable to supply an efficient tutorial staff. This system has in practice brought about its own remedy. The Educational Department now recognises that it is responsible for the results, while district officers regard their duties as confined to the executive portion of the work, such as supplying buildings, pupils, and funds. On this basis education has proceeded

slowly but efficiently,—schools are generally more advanced than they were 10 years ago. I believe that if district officers were, in addition to the above duties, to superintend and direct their zilla inspectors more intelligently by laying down certain general principles for their own (the inspectors') work, for the periodical examination of masters in the subjects they have to teach and in subjects allied to them, so as to procure a continuous advancement in knowledge, and insist on the performance of their duties in respect to this portion of their executive work by tahsildars and naib tahsildars, primary education could be much developed. In a province containing districts which are so very backward, as most of those in the Central Provinces, the whole system depends on the district officer, and it must at present remain so. I would not advocate any step which would remove primary education from his control.

The requirements of the community are at present so exceedingly simple in this matter that none can know better than a district officer, who is thoroughly acquainted with his district, how far education can be advanced among the people. At the same time, however willing a district officer may be in this matter and desirous of taking a larger part in the diffusion of education, his hands are at present much tied by other work, and his supervision, therefore, is very nearly nominal. Then, again, development is much retarded by want of funds. The school cess levied on the agricultural community by no means meets the want. The provincial funds can be applied only to a limited extent, and unless we go largely to the people for subscriptions, our hope of developing primary instruction by Government schools is small. The non-agricultural community contribute nothing towards primary education, and they are a class who largely benefit by it. I should like to see an educational cess levied on this class. If 2 per cent. on their incomes were levied, and the income derived therefrom was, instead of being merged into one general fund for the whole province, placed together with the school cess at the disposal of the district officer to be strictly applied to schools in his district, we should see backward districts which are now starved pushing forward, while some wealthier districts would have to depend more on their own resources than on provincial grants.

I do not think that the instruction which we are now giving should be improved by being made of a higher class. What we have to do just now is to gradually lift the young native mind out of the ignorance of the past and suit it for the position in life which the boys will hereafter occupy. Treating the question as a whole, we have not reached the whole of our rural population with our schools, and in dealing with them the simpler our course of education is the better. We cannot make a silk purse from a sow's ear, nor can we expect any benefit to arise from cramming a boy's mind with matter which from want of opportunity in the future will prove useless and be soon forgotten. The principle on which our primary education has hitherto proceeded acknowledges this, and we should not be in a hurry at present to alter it.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—I do not think that education has yet so firmly caught the minds of the people as a whole as to lead to any spontaneous desire for it on their part. The struggle just now, when material outward improvement has taken such leaps, is to provide for personal wants. It is true that the ryot is in every sense better off than he was 25 years ago, but this improvement has brought more wants. Everything which can aid towards supplying these wants is a practical advantage beside which education is nowhere. Consequently, the rural population do not as yet evince much spontaneous devotion to the cause.

Then, again, when you do get village schools opened, the question of caste, though not recognised, is practically admitted. The lowest classes, such as Mahars, Mangs, Ghasias, &c., are excluded from our schools; their introduction leads to the withdrawal of many scholars, and to escape from the awkwardness of the position the authorities have to yield to social prejudices. You cannot have separate schools for these low castes, because teachers of other and higher castes refuse such service, and though no class of the community can be said to hold aloof from education when brought to their doors, such low castes are to all intents and purposes excluded.

The influential classes of the community are, as far as my opinion is framed on my experience, utterly apathetic to the spread of education. Our system requires district officers to work through village committees. But I have not heard of a committee as yet which has performed its duties during any year of its existence so satisfactorily as not to require some kind of a warning from the district officers. Visiting a school and interesting themselves in its progress are duties perfunctorily performed with the object of escaping the constant driving of an official. This is but the natural outcome of the committees not being men of education, and consequently ignorant of the simple rudiments taught in the schools, while perhaps some of this indifference is due to the existence of social differences. The Marwari does not care whether the ryot's mind is improved and the man taught to be more independent, while the Brahmin does not want his post of wise man ignored by a small Banya or weaver. My own experience is, that schools would progress better without committees, constituted as the present committees are, than with them.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—I am doubtful whether there ever did exist in the Maratha districts indigenous schools as popular institutions. Here and there in a town you might have 20 years ago met an old Brahman or Kayasth sitting croning over lessons drawn from the Shastras having half-a-dozen boys listening to his words. But this was about all the education which existed previous to the introduction of the present system, and it soon disappeared before the more systematic scheme of Government. In the northern districts, of which I know nothing, these schools were, I believe, met with at first. It is only of late years that we have begun to encourage the growth of indigenous schools by remunerating them on the payment-by-result system. If these schools are properly supervised, they prove as good in every particular as our Government village schools. There is no apparent reason why such schools should not be increased in numbers and prove to be the nurseries of more advanced education. Their utility would, however, be vastly increased, if we had a system of compulsory education, a subject I shall touch on further on. Masters of our indigenous schools depend on fees, the incidence of which is the same as prevails in Governments schools of a like class, or on subscriptions. In the latter case no fees are levied. State aid is never refused. In fact, it is eagerly looked for, and all concerned in the interests of such schools willingly conform to the rules under which such aid is given.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Systematic home instruction I have never met with. Occasionally you may meet with a wealthy merchant or a landed proprietor whose pride is greater than his knowledge, and who keeps a tutor for his children. No results are attainable from the system of education thus afforded. Home instruction of children by their relations, in order to prepare them for school, is never attempted. I have met with one or two subordinate officials who have set an example in this matter, but it was never followed. Considering the backward condition of our population, this very valuable adjunct of the schoolmaster must remain unutilised for some years to come. Night classes held by masters supply to a slight extent the want of home instruction, and we can only hope that in time lads who, having been educated in our schools, have seen the value of preparing studies beforehand, will as parents interest themselves sufficiently in their children's progress as to give them home instruction. At present I know but few, who are inhabitants proper of the Central Provinces, and who, after passing through our schools, have so kept up what they have learnt as to intelligently instruct their own children.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—The only private efforts which Government can depend on just now in this province for the spread of education, are such as are made by European Missionary societies. Barring a small knot of Native gentlemen who are not natives of the province, and who started the city school in the town of Nagpur, I do not know of a single effort on the part of the natives to supply education to either the urban or the rural population. I do not refer to payment-by-results schools, because, I take it, these were not the spontaneous growth of the desire for the spread of education on the part of the people living in the rural parts of our districts. I further do not consider that the condition of our districts is such as would justify any withdrawal on the part of Government in favour of private effort. I form this opinion solely from my observation of Native character. With the most generously-minded among the natives, the best of their charitable tendencies is more towards what affects them personally, than what will benefit future generations. If you do obtain from such any aid towards the completion of a really beneficial object, it is generally on the principle of "*quid pro quo.*" It requires what is called the "moral influence" of district officials to obtain this sort of aid; and remove that influence, then the whole idea of generosity goes along with it.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—In replying to question No. 2, I have anticipated a part of my reply to the present question by saying that I think the district officer should have complete control over the amount of school cess and other funds raised within the limits of his charge. I do not advocate the formation of local boards or district committees for the purpose of administering such funds. Local boards, as I understand the term, would be too far removed to be supervised, and left to themselves they would do next to nothing. No better proof of this being so can be found than in the present school committees,—when left to themselves they do nothing, and schools wither under their neglect. District committees, if formed by election on the part of the people, would soon fall to pieces, as you would never be able to gather all or the better part of the members together for consultative or administrative purposes. If formed by selection on the part of the district authorities, these committees would be formed of gentlemen who generally lived at the head-quarters station of the district, and knew but little beyond the limits of their own little world. What is required of such boards or committees is not the mere work of management and supervision, but also the power of initiating measures for the advancement of education. I know of no district where such men can be found in sufficient numbers to form boards or committees. In addition, I would ask, is the district officer to be responsible for the manner in which the funds placed in the hands of such committees are disposed of? If not, then we are certain to find divergence of views, and probably a waste of public money. If he is to be responsible, then committees will become mere passive instruments without any individual interest in the welfare of schools. I should prefer to see funds placed under the charge of the district officers. The probability is that more interest would be taken by them in the welfare of schools. District funds are generally

wholly under district officers' administration, and there are few districts to be found in which these officers are not much interested in the economical and wise disposal of these funds. There is no reason whatever why the same result should not happen with respect to educational funds. I have personally not seldom lost heart when, having a scheme for increasing educational efficiency by a little saving in one direction, had all the savings suddenly pounced upon by the controlling authority and seen them transferred to another district whose opportunities of raising money by subscription were greater than were at my disposal. Under the control of district officers educational funds would have a chance of being augmented by fees, subscriptions, and other like means, and be spent in the locality where raised.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against municipal funds, what security would you suggest against the possibility of municipal committees failing to make sufficient provision?

Ans. 8.—In municipal towns primary schools should be alone supported by municipal funds, and if the richer classes want secondary education for their children who have passed out of the primary schools, they should be made to support a payment-by-result school which teaches up to the standard required for entrance into a high school. To secure, in the event of the municipal committee becoming defunct, the continuance of such primary schools, all municipalities should be called on to set aside during their existence, annually for a term of years, a sum sufficient, when properly invested in the name of the Government, to return at the close of that period the amount required for their support. The advantage of this scheme also is, that in the event of such committees continuing to exist, they would have, after the period had expired, no further charge on their income.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—At present the chief drawbacks in the supply of primary school teachers are, that either they are foreigners who take no more interest in their work than is requisite to secure them their livelihood, or else, if they are residents of the district, they are generally, owing to the want of training schools, men of very indifferent qualifications. To remedy this evil, I would suggest that each district has its own training schools through which all masters must pass, and to which all masters would have to come yearly to be rubbed up in subjects in which, by isolation in the interior of districts, they have become rusty.

The necessity of keeping primary school teachers ahead of their pupils cannot be denied by those who have personally tested the knowledge of masters, and found them to be little, if at all, in advance of the curriculum assigned for their schools.

Generally a master holds a very good position in a village, and if he is an energetic man with a desire to improve his time and opportunity by the study of the more practical and useful part of the life he has to lead, he can exercise the greatest influence over his surroundings and be of much use to the district authorities in bringing the true meaning and bearings of all our progressive measures for the welfare of the people within the understanding of those for whom they are intended.

In addition to increased salaries, which are much needed by all our village masters, their position would be much improved if we took measures to render their lives less dreary by supplying them with books and newspapers. A circulating library obtaining a liberal yearly grant from district funds and containing good useful books, might be maintained at each district headquarters, to which masters would have to subscribe a small monthly sum, and from which they could from time to time take such works as they wanted. I would also give masters free quarters, and pay their legitimate travelling expenses when transferred from a lower to a higher post. I know that many men are much disgusted with their positions, simply because they are not properly housed: a man disgusted with his home comforts can never be contented, and his discontent always tells on his work.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—Our primary education is well adapted for our present wants. I should be sorry to see the main object aimed at, *viz.*, of teaching a young rustic to read, write, and express himself in his own vernacular correctly, calculate the easy arithmetical problems, coming within his daily ken with accuracy, exercising his power of observation, knowing something of geography so as to enlarge his ideas as to what the world really is, and generally of improving his whole moral character by teaching him self-respect, conciliatory behaviour towards his neighbour, and a strict regard for truth,—I say I should be sorry to see this object, at present so well adapted for our backward condition, improved upon. As far as I know the rustic mind, the ryots are perfectly satisfied with this education. If anything is wanted to be in advance of this education, I think it should take something of a technical turn. We should have some sort of gymnasium, where, as in Switzerland, various trades could be systematically taught in theory, as well as in practice. We have devoted a good deal of energy and money in educating native boys up to a course which in England would be called a gentleman's education, by putting before them as the goal of their ambition the University and its honours. Nowhere have we a technical school headed by really trained masters. The Nagpur Normal School is intended to turn out carpenters, and the Raipur School of Artisans was supposed to teach many handicrafts to a people said to be ignorant thereof. But no one can say that from either place much benefit has resulted. A really good technical school, dealing with the practice of handicrafts common to the country, such as carpentry, ironsmith's and brazier's work, mason's work, brick and tile and pottery making, glass

manufacture, &c., &c., as well as a little surveying, so that a scholar might learn how to measure boundaries, plot fields and take out areas, would soon make a difference in the class of work now obtainable from our villages.

There is the science of agriculture also, which at first sight might seem commendable as a subject for special instruction. On this point I would say that we know nothing about this science as far as this country is concerned. It may, no doubt, be very easy to accept the main principles which guide advanced English agriculture, and say that the truth in them is applicable, but the practice would probably belie the teaching of the principles. The study of climate and seasons is just beginning in this country. No two parts of India agree in these, nor yet in the method of agriculture followed in raising the various crops. What is learnt in one place cannot be applied probably to another. It would be idle work teaching what cannot be useful, so I would at present deprecate any instruction in agriculture. If you could get hold of a good and simply expressed work on elementary botany, our upper primary schools might enter this subject in their curriculum. The difficulty is to obtain such a work.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people; and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular taught in our schools is the vernacular of the people, and already that vernacular is spoken more grammatically, in consequence of our schools giving the people their language free from all local or foreign influences.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results is no doubt a good system, as it teaches the people to depend on themselves to a great extent for education. It is only applicable, however, to primary schools; secondary schools teaching a higher course of subjects require more expensive staffs, and I do not think our rural population will for years be able to support such schools. Confined to primary education, results schools have proved very successful, and there is much scope for their increase in the province. I would advocate, however, the withdrawal of all Government primary schools (except those for girls) where payment-by-result schools exist. Government service with a pension attached is a bait every young man looks for, and the tendency when both classes of schools lie side by side in a district is for the successful payment-by-result master to have his services transferred to a Government school. This is quite natural, but unfair on his supporters; and therefore, to put this temptation out of the way, I think Government primary schools should be abolished, wherever the determination is formed to depend solely on this class of schools.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—The question of taking fees depends on whether the school is a Government one, or a payment-by-result institution dependent on local exertions. If the latter, fee payments should not be enforced. The people already pay to support the master and keep up the building with its appurtenances. The sum thus paid by them is a good reason for their expecting a free education. But in Government schools I consider that fees should be made obligatory on all non-agriculturists who do not contribute otherwise to the maintenance of schools, and permissive in the case of agriculturists whose livelihood does not wholly depend on farming. There are always a class of scholars too poor to pay fees, and an exception up to a certain strength of the pupils under tuition should be made, as is now done, in their favour.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—The answer I give to this question is by dealing with the last query first. The efficiency of our schools is entirely a matter of district administration. If the district officer interests himself in the progress of education and the Educational Department are always to the fore in providing properly-trained masters and suitable text-books for study, primary schools must as a whole be efficient. District officers, however, are not all of the same inclination, and it is herein that the failure of many of our schools has occurred. The remedy for this lies, in my opinion in the measure I propose for the increase in the number of primary schools. That proposal is, that we should have a system of compulsory education whereby certain tracts of a district being made school circles all boys above a certain age and up to a fixed age residing within the circle should be forced to be educated. Such a circle may be only one village or it may be a group of villages. That a system of cumpulsory education is required must be admitted by all who have had practical experience in keeping up the efficiency and attendance of existing schools, and who have seen how far short we fall of bringing education within the reach of many prosperous and rising villages. If it should be feared that a compulsory system would entail much annoyance and be oppressive to the people, I am not certain that it would not be a more legitimate way of obtaining educational results than the present so-called voluntary system; while, on the other hand, we have to judge whether it is better to reach only 1 in some 300 or so of our population than to reach 1 in 50 at a time when things are moving far too rapidly for the mass of the population to comprehend and grasp.

Ques. 15.—Do you know of any instance in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854; and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of none in the Central Provinces, and the main reason why this is so, is because our public is both too poor and too much wanting in public spirit and unanimity of action to form themselves into local bodies of the kind referred to.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I know of none.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—I am not acquainted with any Native gentlemen who, either singly or as a body associated together for the purpose, would be ready to come forward and aid in the establishment of schools on the grant-in-aid system. There are but few persons able, as far as means are concerned, to do so, and the will and desire to benefit others at a little cost to themselves are very much wanting among the higher orders of the Native population of the province. Where such schools exist, the initiatory effort was not spontaneous on the part of the Natives whose money goes partly towards the support of such institutions.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—Such a determination of the Government or local authority as herein referred to would be in this province a blunder. The material progress of the province has no doubt been very great, but all the beneficial results of that progress have only eradicated the effects of the poverty of the past. The people are not, and are not likely to be for a generation at least, in such a condition as to enable them by private effort to secure the maintenance of any higher educational institution.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—As far as I know, the administration of our educational system is strictly neutral. I am personally acquainted with only one Missionary institution which receives Government aid and inspection, *viz.*, the Free Church of Scotland Mission school at Nagpur. The reverend gentlemen in charge of that school are perfectly satisfied, I think, with the mode followed by Government in observing a neutral position between their desire to impart a religious education and the feelings of the people in respect to their children listening to certain simple Bible teaching at the beginning of the school day. In fact, I know that the more educated among parents prefer this school to the city aided school on account of the English education being given by English masters; so that after all the religious element does not stand in the way when advantages are to be gained.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—My experience has been that all classes of the community, barring the low castes, equally avail themselves of the means of education given to them. But when we leave the secondary schools and deal with the higher educational establishments, I have found that they are generally attended by those residing in their vicinity, or by scholars holding scholarships and coming from districts other than that in which the institution is placed. These latter are, however, not many.

The whole question in the second query turns on what is to be the definition of the word "wealthy" in this province. Every man who gets into Government employment and draws his 30 rupees and upwards a month is at once called wealthy by his neighbours. A man who gets R300 or R400 annually as profit in business or trade is also considered well-to-do with us. It is therefore impossible to say that the complaint of the wealthy getting an almost free education in this province is well grounded. That they might pay higher fees is possible, but as it is chiefly the better classes such as I have named who seek for higher education, and that education is in the majority of instances obtainable only at a distance from their homes, parents who send their sons to pursue their studies have extra expense to incur, and consequently all fees demandable at such institutions must be based on such a consideration as the ability of the parent to pay. I am not acquainted with the incidence of the fees levied at the higher educational establishments in this province.

Ques. 22.—Can you adduce any instances of a proprietary school or college supported entirely by fees?

Ans. 22.—I know of none.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—I see no reason why private institutions of the higher order should not hold their own in competition with Government institutions of a similar class as long as the private institution is properly endowed with the means of procuring the services of highly educated masters, and does not depend on payment for the education offered as a chief means of support. As a rule, though Natives know the commercial value of money, they will not see that a boy well educated is money well spent. It is this determination to consider money spent on education after a certain age as money idly spent, which forms the backbone of their dislike in such a province as the Central Provinces to supporting private institutions of the higher order. The dislike may in the course of time probably disappear, but at present there is no sign of its disappearance, and we can only deal with what exists.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—Not that I am aware of.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—The only employment as yet which can be termed remunerative in the sense intended by this question, and within the reach of an educated Native, is in the Central Provinces Government service. We have not as yet had established any large mercantile or manufacturing business which requires educated Natives as super-

visors, managers, clerks, &c. The result, therefore, is, that all who have any pretensions to being educated live in the hope of sooner or later obtaining Government service. The only other remunerative employment is service under some of our feudatory chiefs and zemindars. For this service no educated Native with a respect for himself offers himself. The prospects are not good, while the remuneration is neither large nor punctually paid.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—The education we give in our secondary schools may on the whole be stated to be useful in the sense of clearing away many old and foolish ideas, and substituting a fresh current of knowledge in the commoner facts of ordinary life. I do not know that it is a very practical knowledge which is conveyed to boys. I should call that a practical knowledge which teaches a lad to consider it to be no shame to learn how to earn a livelihood something different from what has been followed for generations in his family. We have not as yet succeeded in obtaining this end, and I think we might have done more during the past 15 years to gain it.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I do not consider that the attention of pupils is unduly directed to the study required to enable a boy to pass the Entrance Examination of the University. That teachers consider their reputation to depend very greatly on the number of boys they can yearly pass in subjects forming the preparatory course of study for such an examination in the future, is, I am afraid, becoming common. But here again I would desire to record my opinion that this is due more to the idea that the success in passing such an examination is an "open sesame" to well-paid appointments, than to any real interest or desire on the part of the teacher or pupil for knowledge by itself. Where such courses of education are followed, the general rule is to find the few who are selected for the "grind" well looked after, while the average attainment of the school is low. I would advocate for our province the maintenance of high schools such as now exist at Jubbulpore and Nagpur, the course of tuition thereat for the Entrance Examination being voluntary, in so far as that the parents of boys who have been successful pupils in our secondary schools can at their own cost continue their children's education to the Entrance course. The scholarships given from public money which would be thus set free could then advantageously be devoted to the extension of primary education.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—This seems to have been answered by my reply No. 27.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—Scholarships are given from the lower primary to the upper primary schools. A boy gets a village scholarship of Rs. 2 a month, while a girl gets one of 8 annas a month. A town school scholarship is worth Rs. 3, while the pupil teachers get Rs. 5 monthly. A scholarship in an Anglo-vernacular and zilla school is tenable for two years, but if the holder begins study at once in a zilla school, he can, subject to annual report, hold for four years. Scholarships held in vernacular schools are tenable for two years only.

The only remarks I have to make about our system are that all scholarships of each grade should be increased in value, no matter where the district is in which the scholarship is held. The present rates are far too low when we consider that a boy has to leave his own village to study in a school of a higher class. He probably goes to a village where he has no friends, and unless there is some arrangement such as a boarding-house looked after by the head master for him to lodge in, he finds himself stranded among strangers who are not content with the small pittance the lad and his parents can offer. A young lad anxious about his home comforts is never a contented creature. Secondly, if increased value is given, boys passing the scholarship examination should not be given the option of refusing the benefits arising from the more advanced education the scholarship secures, by refusing to hold the scholarship. In the majority of cases it is not the boy but the parent who rejects the honour which his boy has gained, on account of some foolish fears respecting the ill effects of separation. Thirdly, the obtaining of scholarships should be a matter of public competition between all the schools of each grade in a district, and not a matter of choice on the part of inspecting officers. I have seen remarks made by inspecting officers expressive of regret that such and such a boy of the school they were inspecting was not known to them when they had awarded scholarships in other schools. The regret was very natural, the number of scholarships being always limited, but it none the less condemns the system of selection.

As far as I have experienced, the bestowal of scholarships between Government and aided schools is impartially administered.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—I know of no such support being given by municipal committees in the Central Provinces.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum, no doubt, gives knowledge enough to students and to graduates who afterwards become masters. But it can never give experience in tuition. I consider

that normal schools must be maintained wherein masters can undergo a regular course of instruction in the practice and art of teaching. The weak point with the best masters I have come across is the absence of aptitude of imparting instruction in a simple illustrative way. Boys are instructed, but their powers of observations are left untouched; mere memory is cultivated. The application of already acquired knowledge to fresh subjects of a cognate character to that previously studied is never attempted. Unless a special training is given, I do not see how mere knowledge will create, in the majority of instances, a successful master.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—School inspection is confined to the Education Department, each district officer being provided with a district inspector, whose work is subject to the examination and criticism of the circle inspector and Inspector General. The principle of the system is well suited to the present condition of our provinces. It might be improved in detail by furnishing in some larger districts an assistant district inspector. It is impossible for one man conscientiously to inspect, with a view to improvement in the schools visited, the large number of schools which are met with in some districts. Inspection hastily performed is no inspection at all; instances of hasty inspection are not wanting in the experience of all interested in the subject of education.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—Voluntary agency in inspection and examination of schools is, I am afraid, a too advanced idea for this part of India, and the method of securing it will depend entirely on the circumstances existing at the time when any signs of such a movement are noticeable. The school committees at present in existence are agents of the executive, and not of the educational authority.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The subject of text-books for the schools of the Central Provinces has engaged much attention. The character of such books has much advanced of late years; still, they are not all that can be desired. The cause of this is not far to seek. What books we have are generally compilations made by the European members of our educational staff. These gentlemen have only a limited amount of time at their disposal for the work. They have in undertaking this work to superintend the translation from a foreign language into the vernacular of the subject dealt with, and, when Native emendations are received, have to study the whole matter treated of before they can be accepted or condemned. The labour this work entails is not always available. Thus we are disadvantageously placed, and must accept what we can get; still, as I have said, our text-books are improving in every respect.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—There is no interference with private institutions being developed. In fact, I believe such institutions as we have of this nature profit, and admit that they profit, largely by the inspections held and recommendations made by our educational staff. Every encouragement is given to Native talent to develope itself, but unfortunately we have not as yet had any exhibition of talent in the province. If we had, we should have had some little useful vernacular literature circulated among the people.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—I don't know what is meant by the words "a complete scheme of education" for India. If it means that that scheme is to be based on pure voluntaryism, then, as far as the Central Provinces are concerned, other agencies will play a very insignificant part indeed in the education of the people. If, on the other hand, the scheme is based on compulsory education, other agencies, when receiving the initial impulse from Government and more or less kept up to the mark by the same influence, can be trusted to supply primary education and in a few places secondary education. But all the higher educational establishments would need Government support in whole or in part.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—With the present voluntary system the withdrawal of Government from the management of schools would result, in this part of India, in an almost total collapse of education, and I am afraid that the mass of the people would be content to leave education in that state.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—Is answered in No. 37.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—Yes; to a limited extent. But the question as to what duty means from a Native point of view is somewhat difficult to state. Are we to consider it as meaning that a boy is to behave towards his parents as an English boy is taught to do? If so, I am afraid we shall have to change Native life and habits most radically before we could obtain this result. If duty simply means obedience to superior authority, then we teach that in our schools; if it means a proper friendly course of conduct towards one's neighbours, then that also is taught. Beyond this I don't know that duty is taught in our schools. The principles of moral conduct are also taught. But teaching without enforcing is worth little.

It is impossible for our masters to follow our boys into their social life, and unless the moral atmosphere of a house is high, our teaching of principles has little value. These are evils which we have to put up with, and I can't suggest any way of improving the present condition of affairs except time and patience.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—Yes; gymnastic bars and drill are attached to many schools, and the lads appear to enjoy the exercise very much. Games, such as are known to an English boy, are unknown, but where schools are under European guidance attempts are, I believe, being introduced to get up races and such like. There might be much improvement made if each school which is supplied with gymnastic apparatus was to be supplied with a really sound book of instruction. The knowledge of the present teachers is very limited.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—I know of none.

Ques. 42.—What progress has been made by the department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—Girls' schools have been instituted in almost every district, and their success or otherwise depends entirely on the interest shown in them by district officers. A few natives here and there have interested themselves in the matter; but, as yet, Natives as a body are not over-anxious to see female education spread, the women in a family being especially averse to it. The instruction imparted is the ordinary village school course, and is at present all that is required. I do not consider that the time has arrived for us to depart from the simple course now followed.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—None, as I do not think it probable that such schools could exist in our districts.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—It is a very hard question to answer whether girls' schools have been most successful under a master's or a mistress's tuition. In some places no objection is taken to a master being at the head of such schools, in others doubts are often cast on the characters of mistresses. I think it is best to leave matters at present as they are, using both masters and mistresses as occasion requires, while efforts should not be relaxed to induce married masters of other schools to allow their wives to be educated as mistresses at the Normal school for female teachers.

Ques. 45.—Are the grants to girls' schools larger in amount and given on less onerous terms than those to boys' schools, and is the distinction sufficiently marked?

Ans. 45.—Grants for girls' schools have been most liberal, and are very readily granted. I do not know that they are very much larger in amount than those given to boys' schools. Salaries of teachers are, as a rule, somewhat higher than in the case of boys' village schools, while the Education Department grants books, slates, &c., free of all charge. These advantages give girls' schools a pull over the boys' schools; but this is necessary, and I should not recommend anything being done to interfere with this arrangement.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—I have not as yet in my 20 years' experience as a civil officer met with so many ladies as you can count on the fingers of one hand, who have taken any interest in the matter. In the first place, excepting zenana teachers and missionaries' wives whose position almost compels them to study a vernacular language, European ladies do not in this country study a vernacular so as to be competent to converse freely or examine children in their studies. The mere going to a school on a visit is great amusement to the children, and the giving of a few presents is as great a gratification to them, but the influence imparted thereby is *nil*. How far this defect is to be counteracted it is very difficult to say. European ladies, if married, have as much as they can do in looking after their household duties; if unmarried, they are, as a rule, far too young to interest themselves in a dry matter like education. Then, again, there is the want of intercourse between European and native ladies, and where such intercourse does exist, the Native lady, when uneducated, being but little affected by anything but mere curiosity by such intercourse, tells against its being probable that the influence or interest of European ladies can increase in this cause. One of the chief causes why female education does not spread as rapidly as it ought, is that, with all our education of the boys, we have not as yet so influenced their feelings as to remove from them as men that selfishness, the growth of many generations of ignorance, which consigns the female members of their families to the position of a drudge, and not of an intelligent sympathising companion. We have failed to teach them that woman occupies a very much more important place in the social fabric than a mere drudge and bearer of children. Till we remedy this we cannot look for much aid from native society.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—Besides the defects I have already referred to, I consider that the work of inspection is hastily performed by the Inspector General and circle inspectors. I have always held that it is the duty of the Education Department to so get at schoolmasters as to prevent their lapsing into ignorance, indolence, indifference, and an erroneous method of teaching. Now, without disparaging the work of our educational staff, I maintain that it is simply impossible for a circle inspector to see every school once a year and by his visit eradicate faulty systems of tuition, encourage the pupils in their studies, and rouse in them a spirit of emulation. He knows that certain schools owing to their situation are more important than others, and his plans are so made as to secure a visit being paid to these once a year. In hurriedly flying from one main point to another he dodges about so as

to catch intervening schools, and in a day's march probably three schools are visited, being at greater or lesser distances on different sides of the road from each other and from his day's destination. The value of inspections such as these are useless. Teachers get flurried, boys get alarmed at the rapidity with which questions are hurled at their heads, while the chief value of an inspection, *viz.*, the getting at the bottom of everything, is neglected. To allow of our schools being properly kept up to the mark it would not be increasing the staff too strongly if they were trebled in numbers. Wherein I consider one of our failures to exist is in the system pursued of telling off masters to certain classes who always deal with the same subjects, passing on the pupils to another master as they pass out of that special course of study. I should prefer to see the Scotch system of one master passing through the whole or at least the major portion of the curriculum with the same set of pupils introduced. It is a beneficial system to the pupils, as they know their master's habits and form of tuition, while he knows the idiosyncrasies of each pupil. It also ensures a master's maintaining his knowledge of subjects to be taught.

Another defect I would note is the excessive importance attached to English as a subject of study by the Native, and the consequent increase of Anglo-vernacular schools in the interior of districts. The English taught at these schools is in the majority of cases a mere parody of the language, and the pronunciation is vile. Where district officers being interested have attended to the subject, these schools have been mostly closed, and an English education is chiefly confined to one school at head-quarters. But the tendency has been, and is still, prevalent to yield to a desire for English study. My own view is, and I have steadily followed it out wherever I have had the means of doing so, to thoroughly educate boys in their own vernacular,—when they are quite at home therein, to allow them to proceed to English. I should like to see English taught to boys only as a prize for high proficiency in their own language. I should confine the teaching of it entirely to the zilla schools, and in those schools none but lads who had in public competition secured English scholarships should be allowed to study the language; we should then have a chance of smothering that hideous jargon which now passes with many Natives as English, and should effectually stop that abuse of words which leads to such ridiculous expressions and errors in written communications. I should like to see the department becoming more of a home to the masters. At present a man who has earned a good reputation for his school finds promotion in his department barred. It is not there, and he knows it. Consequently he is more alive to watching for vacancies in the Revenue and Judicial Departments than to the interests of the department he is serving. District officers often encourage this hope on their part, and the result is often disastrous to education. No doubt improvement herein simply means greater expenditure; still, it is better to spend a little more and retain effective men than to be constantly losing their services and as constantly be commencing a new grind.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—I do not think so; we have very wisely hitherto considered it of more importance to secure a widespread primary educational system than to soar into higher regions, and this principle is steadily followed out.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—Not that I am aware of.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the department more men of practical training in the art of teaching and school management?

Ans. 50.—As I have already said, we have not attempted high education to too great an extent. We have three high schools teaching up to the University Entrance course, and I consider that this is sufficient encouragement in this line. I am strongly in favour of introducing a better class of schoolmasters. Where our men fail is in the art of teaching and managing a school. These qualities can only be attained by a patient practical training given by efficient men. Our Normal schools have not as yet turned out such masters, nor have they, in my humble opinion, been placed in the charge of men who were likely to turn out such men. Masters may have much head knowledge, but practice they lack. Our demand for masters is larger than the supply, and when we take to picking up men in the market without any special aptitude for the work, it is wonderful that we have done so much. It is no doubt a question of money to attain to this end. But if the matter is taken up properly, money can be provided.

Ques. 51.—Is the system of pupil-teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The system of pupil-teachers has been in force for several years past; my experience is that it works well when supervised by the senior masters. The tendency always is for a senior master to relieve himself of the drudgery of grinding a beginner or dolts. The first class is therefore in a school with a careless head master left to the pupil-teacher, and really learns nothing, while the want of experience and patience makes the monitor's work with dolts labour lost. It is otherwise where the head master actively supervises all the classes. The pupil-teacher in such a case is a most ureful adjunct.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—I have not noticed any such tendency in our province.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—Our fees have been fixed solely on consideration of the means of parents and the rules for allowing free pupils are extremely liberal.

It would be premature at present to make any noticeable difference between the social positions of parents.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—Certainly not. It is Government which is supporting high education, and let Government withdraw and the existing supply of students would dwindle into nothing. I do not believe that it would be possible for a well-educated man to support himself by opening a school of the class referred to in this question. There is no such school at present open so far as I know.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—If grants-in-aid are to be applied according to the results of periodical examinations, there is no reason why they should not be applied to all classes of schools. The work of the lower primary schoolmaster is every whit as important in the education of a boy as that of the master who finishes off his education by passing him through the University examinations. In fact every one must acknowledge that this is so, and I could not consider any system of assigning these grants to be either equitable or useful which did not recognise this much.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—I should make the grant somewhat higher in the case of lower-class schools than in those giving the higher education. The reason why this recommendation is made is based on the consideration that the drudgery of tuition consists in overcoming the difficulties experienced in raising the youthful intellect step by step in early years, and not in taking that intellect when it has assumed a definite bias and leading it on in the direction it most favours. Now, when a master never departs from the occupation of developing intellect in the early years of a boy, he requires to possess a combination of scholastic attainments, firmness of will and purpose, patience and kindliness of manner, to a degree not so essentially requisite in the master of greater scholastic ability, who takes what is already there, and by a sensible guidance forces it into the groove aimed at. You cannot obtain the former benefits, and when obtained hope to retain them, if you offer a low price for the possession of them. At the same time I am aware that the same has to be said in relation to the master of greater scholastic attainments, who expects a proper return for all the labour he has undergone in attaining to the position he holds. But here I urge that if this higher education is worth striving after, it is worth paying for. Parents must therefore be led to rely on their own means to finish off their children's education in the direction stated; while, on the other hand, these more advanced masters must consider the position of the parents with all their other claims on their incomes, and not expect such high remuneration as they are now led to expect. I take it that the responsibility in shaping a lad's course in life is admittedly greater in the case of a master who deals with the early life than with him who has the same lad for a year or two only at the end of his school life. It is this responsibility which should be more recognised and rewarded. I would therefore prefer such grants being proportionately larger in the case of primary and secondary masters. The proportion that the grant should bear to the gross expense must depend on circumstances. In some localities a small grant may enable a great want to be supplied, while in others it would be but a drop in the ocean. I do not think that any hard-and-fast rule can be made in the matter.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—I do not think that in primary schools a master should have more than 30 pupils. If he is expected to study each boy's character and apply a proper remedy to defects such as idleness, natural dullness, indifference, and so forth, as they occur, and to maintain a tolerably equal level of attainment among all his pupils in their studies, his class must be small. As it is easier teaching when the mind is susceptible of retaining what it has learnt and of laying hold of what is new in the future lessons placed before it, so the classes of a secondary school may be larger. I do not think that a master in a secondary school could teach with uniform success more than 50 boys. As regards colleges I have had no experience.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—No; and I consider it is only politic that the Government should be able at all times to determine, in the case of private bodies maintaining schools open to the public at large, how far any special religious teaching should be permitted. Unnecessary interference is not called for; but there are times, and will always be times, when it will be necessary to prevent misguided zeal and fervour overstepping the limits of political prudence.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—No. There would be no good gained in making promotions to depend on provincial examinations. It is more suited to our wants to fix a standard for each class up to which a pupil must come before he is promoted to a higher class.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—We are not advanced far enough to be so particular as to frame any rules by which boys may be expelled from our lower-class schools. Cases do occur which require exceptional treatment, and in all such instances the punishment is made the more effective by being stamped with the approval of the district officer. At present we require

no alteration in this system. Schools are not so numerous or closely situated in the districts as to enable a boy dismissed from one to go to another school. In towns such as Nagpur and Jubbulpore the case is different. I have not had experience of these schools, so cannot say what rules they follow.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—I know of no class of our population which, owing to special circumstances, requires exceptional treatment in the matter of English education.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—I do not consider that in the case put in this question Government would be at all justified in withdrawing its school or college. It is one of the chief duties of Government, in my opinion to raise the Native population out of its ignorance, and to do so without unduly exciting their prejudices. Many prejudices based on ignorance have disappeared under the Government system of education, and it would be a very foolish measure to hold aloof from educating the masses, simply because another institution is ready at hand to provide education subject to a proviso unacceptable to the people.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—It is altogether a question of management combined with ability and attainments on the part of professors and masters.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—No; they are very simple.

SUMBALPUR,
31st May 1882.

Evidence of MR. SAFDAR ALI, *Extra Assistant Commissioner, Central Provinces.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I was in the Educational Department from August 1854 to August 1872. I was Persian teacher and Assistant Professor of Natural Philosophy in the Agra Government College from August 1854 to March 1856. From this date till 1860 I was Deputy Inspector of Schools in the Punjab, and then in a similar appointment at Jubbulpore till 1872, and during this time I officiated as Inspector of Schools and was on tour in the districts of Narsinghpur and Hoshangabad, and became acquainted with the state of the schools in those districts. And even after I left the Education Department I was for some time entrusted with educational work in Saugor. Besides this I had many opportunities in my present appointment of getting experience of educational matters.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid, and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—From the Annual Report of 1880-81 it appears that there are 442 indigenous schools in these Provinces attended by 20,953 pupils. Of these, 430 are boys' schools (339 aided and 91 unaided) and the remaining 12 are girls' schools (10 aided and 2 unaided).

I do not know anything about Marathi schools, as I have never lived in Marathi districts, but I am acquainted with schools in which Hindi, Sanskrit, Urdu, Persian, and Arabic are taught. For this reason I will only speak concerning these schools.

Some of these indigenous schools are without doubt the offspring of the old village maktab, but since the introduction of the grant-in-aid rules many of these schools have conformed to the curriculum and rules laid down by the Education Department.

The following subjects are taught in these schools:—

In the Hindi and Urdu schools which have been opened since the grant-in-aid rules came into force, for the most part Government school text-books are used, and they arrange their teaching of reading, writing, and arithmetic according to the grant-in-aid curriculum. In some schools books desired by pupils and parents are taught, but there are not many such books. Zilla inspectors try and get these schools to teach according to the curriculum of Government village schools, and this, I think, is a very good thing. Even in the old-fashioned schools, Government books, especially of arithmetic, are used.

In the old-fashioned schools the books used are as follows:—

(1) *Kakahra* ककरहा which contains the simple and compound letters and rules for reading and writing.

(2) *Lekhe* लेखे an arithmetical primer which also contains formula for shortening work.

(3) "*Rajnit*" is a famous book of Hindi poetry, and has been used for many years. It contains rules for social life and every-day dealings. But some of the rules laid down are not fit to be taught.

(4) *Nam Manjuri.* A small book of synonyms in Sanskrit written in verse.

(5) *Anekarth* is a similar book to the above in which meanings and synonyms are both given in verse.

(6) Some little books with religious stories.

(7) In some good schools, Brijbilas, Sarsagar, Ramayan, and other advanced books on religion are taught.

Urdu and Persian schools are few in number, and there are no special books for these schools, but generally books on Muhammadan ecclesiastical law, and stories and fables in prose and verse are used.

In Persian schools, Karima, Khaliqbari, Gulistan, Bostan, are the usual books. In Arabic schools the Kurán, and in rare cases Sarf-o-naho (or grammar), Muntiq or logic, and Muhammadan law, are read.

These subjects are learnt only by Muhammadans of the North-West who reside in these Provinces.

Brahmans who desire to be priests read the Sanskrit book called "Karmati Vidya," and if they are very zealous they also read "Bhagwat" and "Gita," and other religious books of the same kind. Some read "Sarswat Chandrika" and "Kaumudi," and in addition Raghuwansh; and Marathi Brahmans learn to repeat and sing the Vedas, and the other usual books of the Shastras.

There is no uniformity in these schools, but most masters, besides taking fees from parents, try to increase their earnings by teaching according to the grant-in-aid rules.

These schools assemble in the morning and afternoon.

At first no registers were kept in these schools, and in unaided schools there are no registers now, but all aided schools have registers.

The roll-call is not taken at any fixed time. Boys are employed in calling late boys to school. Sometimes late boys are punished. Endeavours are made to get the boys to be punctual, and masters are beginning to see the advantage of forming boys into classes.

In most schools there is only one master, but when the boys number 50 or 60 there are generally two teachers, and it is a common rule for senior boys to be employed to assist in teaching the little ones. By this means the teacher and the taught are both benefited.

All boys are not supplied with books and slates, but they manage to get along by borrowing from each other, but class teaching is gradually removing this defect.

They used to write on sandboards with sticks of wood as pencils and the dust of the boards dirtied the school-room and the clothes and hands of the boys; now they use slates and copy-books.

In some schools where there is only religious teaching, often no fees are taken. No system is observed in these schools, no regular hours: the masters teach in their temples and mosques whenever they find time to do so.

In schools established by malguzars, where the masters are paid a monthly salary, there is some attempt at arrangement and system, and they are very much like Government village schools. In one of the annual reports it says that there are such schools in the eastern circle.

In Hindi and Sanskrit schools, fees used not to be taken, and even now are seldom paid: but masters are paid weekly in grain, flour, ghee, &c., and on occasions of feasts, holidays, and marriages get presents in clothes, money, &c.

In modern schools established by educated Natives, fees from one to two annas are usually taken, but this plan is not popular with the parents of the boys. They think it is much easier to pay in kind than in money. In old-fashioned schools the profession of teacher is carried on from father to son. These men were usually educated at home, but there are some such teachers who received their education at Government or Mission schools. Some schools have been started by pensioned masters, or by men who have for some reason or other left the Education Department, or by men of small attainments unable to get on in the Education Department. The first and fourth classes of masters are generally ignorant, the second class are idle, and the third are not respectable persons.

For the improvement of indigenous schoolmasters, I think they should be examined and given certificates according to their merit, such as Anglo-vernacular certificates, town school certificates, village school certificates, girls' school certificates, and rewards should be given for passing these examinations. By some such plan, masters and schools would be improved. I think the best way of spreading primary education is by these *desi* schools, provided there is proper arrangement for the supply of houses, masters, books, money, &c. The principal thing is to get good masters.

Without doubt the payment-by-result system is popular with masters; for by this they get the fruit of their labour very easily and without leaving their homes.

From the last annual report it appears that out of 442 only 93 indigenous schools did not receive grants. These 349 schools were well paid.

Fourteen schools in Saugor received ₹513 as grants.

The 93 schools mentioned above did not receive grants because of the incompetency of masters, or because the schools were simply religious schools, and the masters did not wish for any grants.

Indigenous schools are situated in the northern and southern circles, at Jubbulpore, Saugor, Burhanpur, Nagpur and Kamptee; and in the eastern circle, malguzars have started schools. It is well known that the schools in these cities and towns are increasing every year, and each year the number of passes are more numerous. In future it is probable that more schools will be opened in other districts, in villages as well as in towns.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against municipal funds, what security would you suggest against the possibility of municipal committees failing to make sufficient provision?

Ans. 8.—Zilla school branches and other schools situated in municipal towns can be managed by municipal committees, and when schools are under their management they will, I think, have no objection to give fixed grants to them.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—Besides having normal schools we can obtain masters by the following plan:

(1) Men or women who desire to become teachers and who possess certificates of good character should be examined by circle inspectors when on tour and be given certificates as follows:—

Anglo-vernacular certificates.	
Town school	do.
Village school	do.
Girl's school	do.

(2) Indigenous schoolmasters who have been one year in any school, or who can give security that they will remain for one year, may be examined for certificates, and if they pass they should be given some suitable reward.

(3) Rewards should be given to passed masters for passing in a higher grade.

(4) Monitors, students, or candidates should also be permitted to earn rewards by passing any of the teachers' examinations.

(5) Schoolmasters who prepare boys for these examinations should receive a reward for every boy above 19 years who passes, according to the grade of certificates.

The status of village schoolmasters differs very much; it depends a great deal on the master's competency, manners, force of character, age, &c., &c., and something on the villagers themselves. If the people of the village are educated and wish their children to be educated, they honour and respect a good and competent master, especially if he is of mature age.

In villages far from head-quarter towns, where the people are simple and ignorant, they obey and respect the master as a Government servant. They suppose that it is by the order of Government that their children are taught. But in some villages the master carries no respect or influence. If the master is clever, he obtains influence by the following means:—

(1) He engages daily in religious observances and practices, and the people thinking him a religious man give him respect.

(2) Others get influence by studying the laws and circulars of Government, and thus become advisers of the people on all points connected with law.

(3) Others by sociability and becoming advisers of the people in all kinds of private matters obtain influence.

(4) Some by appearing to be friends and confidants of Government officers achieve respect and authority.

I do not think that such ways and means are good, but, on the contrary, are detrimental to the cause of education.

I know by experience that men who use these means neglect their duty and spend their days and nights in other work, and for the sake of unlawful gain become dishonest. These men gradually lose respect and influence, and at last by resorting to trickery and lying, they remove themselves and others from the ways of truth and knowledge, and it ends in their being despised and hated by the people; the school is deserted and the master dishonoured. In my opinion there is only one way of improving the position of masters without increasing their pay, that is by appointing masters to be examiners of all patwari papers. No patwari paper should be received in the tahsili until it has been examined by the village masters. I think by this means the influence of the master will be much increased in the eyes of the people. The patwari papers will be more correct, the knowledge of the master will be increased. The work will not take up much of the master's time. By giving the work to the master many of the tricks now practised by patwaris will be removed and schoolboys will also learn patwaris' work, and when this is done trickery will almost be impossible.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The people of this country only desire reading, writing, and such simple arithmetic as is necessary for their daily use.

To find out what other subjects would be acceptable to the people, the Inspector General of Education should appoint a committee of competent men who would ascertain the wishes of the people and cause books to be written on the subjects required.

The Inspector General can also arrange to have books written for teaching baniya's accounts and books on agriculture. Both these are very necessary.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I think there is no doubt that masters will work better, and their scholars will improve in knowledge and increase in number, if their pay is made to depend on the results of examination. But if the payment-by-result system is introduced, many places will be left without any schools where three are now schools,—that is, there will be no schools where the population is sparse or the people opposed to education. Masters, thinking they are sure to fail in such places, will not consent to serve. And I also think that poor scholars will obtain no advantage by the payment-by-result system. In Government schools a certain percentage of scholars is allowed to read free, and this percentage will not be increased by the payment-by-result system. In indigenous schools masters do not obtain their livelihood from State payments only, but live also on what they obtain from their scholars.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—Primary education may, I think, be increased by having more *desi* schools.

People and malguzars should be encouraged to open schools in towns and villages, and they should be aided by payment by results. When these schools are firmly established and in a flourishing state, the Government primary schools should be closed. I think by this means many schools will be opened at a small cost.

The success of these schools will depend entirely on the competence of the masters, and I have already mentioned how good *desi* masters may be got.

The schools may be supplied with blackboards, books, maps, and timepieces. These things are very necessary. The schools should be supplied with apparatus as in Government schools, also arrangements should be made for supplying books for

library and for class use, slates, pencils, copy-books, &c., just as is done in Government schools.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) Normal schools?

Ans. 19.—I think the grant-in-aid rules of these provinces are good, and no objection can be taken to them. The grants are sufficient.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—Instruction in duty and the principles of moral conduct are to be found in the class-books used in our schools. Our Hindi and Urdu readers contain selected lessons on these subjects. There is no one special book for the purpose of teaching boys the rules of life and right principles. I think such a book to be very necessary. The want of it is felt all over India. I think that instruction in moral principles should be given to all classes from the bottom to the top.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—In many village schools there are arrangements for the physical training of the boys, and the extension of physical training is engaging the attention of the authorities.

I do not know whether normal school students get any physical training; if not, they should do so. Where old masters are ignorant of the use of gymnastic apparatus the boys may often be injured by improperly using the apparatus.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—I am acquainted with the four girls' schools in the town of Saugor. When I saw them they were doing well, especially the school established by Nand Lal, gomashta. This school is daily improving under the patronage of this man.

There were about 150 girls in these four schools. The schools are under the management of the Hit Sabha.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—I have already explained how to get good teachers for girls' schools.

Ques. 45.—Are the grants to girls' schools larger in amount and given on less onerous terms than those to boys' schools, and is the distinction sufficiently marked?

Ans. 45.—In girls' schools the payment by results is double that of boys' schools. Grants for sewing are also given.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I think fees should be taken according to the means of the parents or guardians of the pupils. The collection of fees would be increased by this, and education valued more. Poorer parents would be benefited.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—I think the conditions on which grants are given to schools in these provinces are perfectly just and clear. No condition is useless, nor are the conditions complicated. But they are such as are necessary for the stability of the school and the improvement of instruction. Up to this time I have never heard any complaints regarding these rules.

POONA,
8th July 1882.

Evidence of THE REV. F. PALVAT, *R. C. Chaplain, Nagpur, Central Provinces*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been ten years teaching in the Roman Catholic school at Nagpur. My work during that time has been chiefly among European and Eurasian boys; but I watched with interest the progress of higher education among the natives of the Central Provinces.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—There is only one Government institution of the higher order in these Provinces, the Jubbulpore high school. This school could not be made over to any private agency without great injury to education. There are religious societies materially strong enough to take charge of it; but not one, in my opinion, has the influence required to collect a sufficient number of students. In the hands of a missionary society it would pine away and die. Students are now attracted, not only by the liberal distribution of Government scholarships, but also by the personal influence of the Inspector General of Education and of the Inspectors of Schools. Moreover, a missionary body could only accept the management of this school with a view to proselytising, which would be highly objectionable under present circumstances. Missionary societies, I think, do all they can at present to promote education, and there is still ample room to create new schools, should they be able to do more. They can assist Government, but cannot replace it.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institutions on a private footing?

Ans. 18.—Government cannot withdraw from the management of its only high school in the Central Provinces for many years to come. This school could not safely be entrusted to any religious society for the reasons I have stated in answer to question 2. It cannot also be entrusted

to native gentlemen. The Educational Department in these Provinces is comparatively of recent date. Very few among the rich and high classes have received an English education, and very few appreciate it except as a means of securing Government employment. I very much doubt whether there are any native gentlemen who would incur any expense, and take any trouble to maintain such an institution.

Ques. 28.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 28.—The educational system as administered is one, I believe, which gives satisfaction to all parties. The efficiency and cost of a school, the number and class of pupils, are the principles which direct the Inspector General in granting Government aid. It is true there are schools which receive higher grants than others, although they are not more efficient nor have a greater number of scholars, but this is evidently owing to the fact that they are more expensive.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—A great deal might be said in answer to this question and various opinions expressed. For my part, I think that Euclid and algebra prove of little practical utility to pupils who do not study further than the secondary standards. These subjects might, with advantage, be replaced by more practical ones, such as mensuration, &c.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—Scholarships are obtained by open competition and are distributed to the best candidates with the strictest impartiality. It would be extremely difficult to introduce a better system. My only remark is that native students cannot hold junior college scholarships anywhere else in the Central Provinces than at the Jubbulpore high school.

Ques. 30.—Is municipal support at present extended to grant-in-aid schools, whether belonging to missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Roman Catholic schools which have applied for municipal support have received it either in the form of donations or yearly grants. I suppose it is the case with schools of other denominations.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The withdrawal of Government to a large extent from the direct management of its existing schools would not only stop the spread of education in the Central Provinces, but lead to its almost total ruin. I see, however, no objection to Government making over some of its schools in special cases to private bodies when these guarantee their efficiency and success.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools, except infant and lower primary schools, appear to me highly objectionable.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms than those to boys' schools, and is the distinction sufficiently marked?

Ans. 45.—To my knowledge there is no distinction made between boys' and girls' schools with regard to grants. There should, however, be a distinction. Are not the claims of a good middle school for girls to Government aid as strong as those of a good high school for boys, supposing the number of pupils equal? I should say the merit of the former is greater.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—The religious ladies of the Order of St. Joseph are ready to help Government in the spread of native female education, and could render valuable service. Their work, to be a success, should, in my opinion, begin with the girls of the higher classes and be patronised by the highest local authorities and by the most influential native gentlemen. Such patronage would be likely to remove native prejudices against female education. Some years ago two girls' schools were opened at Vizagapatam and Vizianagram under such circumstances by ladies of the same Order. These schools are now largely attended, and are very popular with natives of high caste. A school of this kind might be started with fair chance of success in the city of Nagpur.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the department more men of practical training in the art of teaching and school management?

Ans. 50.—Not in the Central Provinces.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—The system of assigning grants by the results of periodical examinations seems in theory to be the best to stimulate masters and pupils in all schools. It is, however, to be feared that Inspectors, though far beyond the suspicion of partiality, having to deal with rival schools, would occasionally be, placed in an unpleasant position. Perfect impartiality on the part of the Inspector and a careful examination of each pupil will secure the well-working of the system.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—In these Provinces grants are assigned to schools according to their usefulness and efficiency without reference to teachers being certificated or not. I think this system is the most equitable.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—Twenty-five in middle and high schools, 30 to 35 in primary schools.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities.

Ans. 62.—It is most desirable that promotions should, as a rule, depend on the results of public examinations. Parents often require school authorities to promote their children to classes for which they are quite unfit.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—No.

Cross-examination of THE REV. F. PALVAT.

By MR. BROWNING.

Q. 1.—With reference to the evidence of a manager of a large mission school in the Central Provinces, which says, "These Missionary schools have done good work, and the missionaries may fairly plead that in the recognition of their schools a spirit of more general fairness, and, so to speak, friendliness, should replace the watchful jealousy, economical and bureaucratic, which has too often characterised the action of the department in the past,"—have you noticed the watchful jealousy attributed to the Education Department by the witness?

A. 1.—So far as my experience goes, we have not observed that jealousy. I would rather say that we have received every encouragement from the officers of the Education Department.

Q. 2.—Have the annual inspections of your school been simple, discriminating, and fair?

A. 2.—Yes.

Q. 3.—The grant to your school is rather less than that given to similar schools in the Central Provinces. Is this the case?

A. 3.—Yes.

Q. 4.—Have you ever been refused any increase of the grant?

A. 4.—No.

By THE REV. W. R. BLACKETT.

Q. 1.—You state that students are attracted to the Government high school by the personal influence of the Inspector General of Education and of the Inspectors of schools. Do you speak from personal knowledge of the exercise of such influence, or only from a general impression?

A. 1.—From a general impression. I have gathered from the priests of our mission that such influence is exercised to the advantage of education.

Q. 2.—Do you mean that such influence is exercised in favour of the Government school, and not in favour of aided schools?

A. 2.—I meant for the college department of the Government school, and there is no other college department in these Provinces. The students are free to attend any other school. I cannot say whether the influence of the Inspector General and the inspectors has anything to do with attracting students to the school, as distinct from the college, or not.

Evidence of MR. W. YOUNG, *President, High School and College, and Manager of the Rajkumar School, Jubbulpore.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been a teacher in the Central Provinces for 18 years, 11 years as head master of an aided institution (primary and secondary), and 7 years head master of a Government high school, teaching up to the First Examination in Arts. I have been one of the Junior Board of Examiners of the Calcutta University on several occasions.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I have known of very few cases where the sons of well-to-do people have been taught at home by private tutors, and in all such cases the results have been most unsatisfactory. I do not think any boy so educated would have the slightest chance of competing successfully with boys educated at school. The course of instruction is continually interrupted by rites and ceremonies, feasts and fasts, the most trifling of which are made an excuse by both teacher and pupil for a cessation of work for a day or days, and often for weeks. Under these circumstances the wonder is that any progress is made at all.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—I think the training of teachers for elementary schools should be of much longer duration than it is at present. I would suggest that most of those admitted to the normal schools should be lads who had satisfactorily served an apprenticeship as pupil teachers or monitors for two or three years in a good town or village school. During their apprenticeship they should be examined annually (according to certain fixed standards) in the common branches of an ordinary education, and also in the teaching and management of a class. A part of the head master's salary or grant should depend on the success with which he has trained his pupil-teacher.

I think the course in the normal school should extend over two years.

I am of opinion that a village schoolmaster's status and influence depend far more on his caste and personal character than on his official position. All that I have known are respected, and I think their influence is beneficial.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—I think the first thing to be done is to produce a far larger supply of efficient teachers in the way I have indicated in answer 3. This could only be done by enlarging the present normal schools or increasing their number.

As soon as the supply of teachers was greater than the demand, there would be no difficulty in opening additional schools in suitable localities. The new schools might be begun by more experienced men and their places supplied by the certificated men from the normal schools.

I think greater efficiency could be secured in all elementary schools if a portion of the master's pay were made to depend on the results of annual examinations. His certificate according to its grade or class might guarantee him a minimum salary so long as he was in a Government school. The rest of his pay would depend on the number on the roll, the average attendance and results of the annual examination of his school. Where more than one teacher was employed, the annual grant might be divided in certain proportions.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the despatch of 1854; and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of no instances in which a Government educational institution of the higher order has been transferred to the management of a local body. I do not think there are any local bodies able and willing to take the responsibility of higher education.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies with or without aid, without injury to education, or to any interests which it is the duty of Government to protect?

Ans. 16.—As there is only one Government institution of the higher order—*i.e.*, the Jubbulpore high school—in the Central Provinces, I do not think it could be closed without causing the entire collapse of higher education. It could not be transferred to any private body, as there is no such body able or willing to take it over. Except in cases of extraordinary expenditure, such as buildings, repairs, &c., I think all grants to private institutions should be on the payment-by-result system. In the case of extra grants for buildings, &c., I think the present system (*viz.*, Government to give one-half) is very fair.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—So far as my experience goes, I am convinced that the whole educational system as administered in the Central Provinces has been one of perfect practical neutrality.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The classes who avail themselves of the Government high school and college are the sons and relatives of the following:—

(i) Government servants of every grade and department, from choukidars up to extra assistant commissioners.
(ii) Zamindars, malguzars, and cultivators.
(iii) Shopkeepers and traders.
(iv) Priests and religious mendicants.
(v) Domestic servants.

Very few of the above could be ranked among the wealthy classes, perhaps 10 per cent., and even of these the majority are men who have risen into their present positions owing to a good education, and they are of course anxious to secure the best education for their sons and relatives.

The "wealthy classes," such as zamindars, malguzars, bankers, and baniahs, do not, as a rule, care for education. Very few of their children ever enter a high school.

The few that do avail themselves of the opportunities for a good education are so insignificant in number that the question need hardly be raised whether they pay enough or not.

The rate of fee in the Jubbulpore high school is Re. 1 per month and the college Rs. 2.

I think about 10 per cent. of the pupils could afford to pay a higher rate of fee, but as a uniform rate is most desirable, I think the fee is adequate.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—I know of no instance of a proprietary school or college supported entirely by fees.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—If a non-Government institution of the higher order is under the management of a liberal-minded committee, if it can raise either from foreign or local sources considerable subscriptions, if it has a sufficient staff of efficient teachers, and if it is supported by a liberal grant-in-aid, I see no reason why it should not become as influential and stable as any similar Government institution, even if it should be in direct competition with it.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—There is no competition in the Central Provinces so far as higher education is concerned.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—In the northern circle of the Central Provinces, lads who pass the Entrance Examination readily find employment at salaries varying from R15 to R25 a month. Those who pass the First Examination in Arts readily get R20 to R35 a month, and graduates who return to the Central Provinces get R50 and upwards.

This is considerably less than they would have got ten years ago, but, considering the classes from which our students are chiefly drawn, I would call their employment on such salaries remunerative.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—A considerable amount of useful and practical information is, no doubt, imparted to boys who have received a secondary education, but I think it would be a mistake to subordinate education to the giving of practical information. I consider the chief value of a secondary education to be in exciting a thirst for knowledge and in putting a lad into a position where he may by his own efforts after leaving school collect information for himself. I think the ordinary curriculum in the schools of the Central Provinces is well suited for this purpose.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I do not think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University.

The Entrance course is not in my opinion prescribed so much for the purpose of storing the mind with information as for giving young men a good mental training. I therefore think that for practical utility the Entrance Examination standard is as free from defects as any other standard that could be worked up to in the same time. A lad who has passed the examination is in a position to fit himself for any career he may choose. It may be true that his stock of information is very small, but he is in a position where he can add to it daily.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—If all those who presented themselves at the Entrance Examination intended to prosecute their studies still further, the number might be considered unduly large, but as the Entrance examination is the final goal to which the majority of students in the Central Provinces look forward, I do not think the number would be unduly large, even if it were considerably larger than it is. Those who pass the examination, and many of those who fail, are fitted for positions from which they may gradually rise to places of considerable trust and responsibility.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—With regard to high school and college scholarships the system is impartially administered, with one exception. Boys in Government schools who gain scholarships at the middle-school examination are permitted to join any high school in the Central Provinces, either aided or Government; whereas in certain grant-in-aid middle schools, boys who gain scholarships are forced to go to a grant-in-aid high school.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum is not quite sufficient training for teachers, but if those who pass the University examinations, and who were otherwise fitted, went through a short course (say six months) at the normal school, they would, as a rule, make efficient teachers for middle schools.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools and colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—Should Government withdraw from the direct management of schools and colleges in the Central Provinces, I think the effect on every kind of education would be most disastrous. Those who take any interest in education are as yet very few, and except in a few large towns where feeble attempts might perhaps be made to carry on schools, I am of opinion that the cause of education would be entirely neglected. I do not think there is among the masses any great desire for education, and I do not think men could be found willing and able to take more than the most insignificant share of the responsibility of popular education. Until there is a far larger proportion of educated people, and a much greater desire for education by the masses, the withdrawal of Government from the support and direct management of schools would in the majority of cases be followed by the closing of the schools.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—In the few cases where the schools would not be closed, I am of opinion that the standard of instruction would deteriorate, and I do not think any measures could, in the present circumstances, prevent this result.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—Instruction in duty and the principles of moral conduct occupies no formal place in the course of Government colleges and schools, but the text-books used in the Central Provinces, both vernacular and English, cannot fail in the hands of a judicious teacher to be of the greatest assist-

ance in imparting right principles in the minds of the pupils.

I think the teachers in high and normal schools, from which the supply of teachers is chiefly drawn, should be particularly careful in endeavouring to instil right principles in the minds of those who come under their influence.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—In the Government high school and in many of the zilla and town schools the students go through a regular course of gymnastics. Cricket is a favourite game at the high school in the cold weather, and the majority of the students take a part in it.

In the Jubbulpore district, representatives from nearly all the village and town schools assemble now and then for competition in athletic exercises, such as running, leaping, swimming, wrestling, &c., &c., and prizes are given to the successful competitors.

The only suggestion I would make is that these gatherings should be *annual*, that the system of selecting competitors should be carefully attended to, and that other districts should imitate Jubbulpore.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The chief defect in the educational system of the Central Provinces is that there is no college teaching up to the B.A. and M.A. standards. Unless young men are prepared to go to what they consider a foreign country they can read only to the First Examination in Arts. I think that a province with ten millions of inhabitants cannot be said to have a complete system of education until it has at least one Government college, where those who are able and willing may receive a liberal education.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—I know of no instances where Government institutions have been established in localities where places of instruction already existed, which might by grants-in-aid adequately supply the educational wants of the people. The very opposite has been the case. Places have been in some cases neglected to some extent on the ground that the educational field was already occupied by private bodies, when these private bodies were not in a position to give adequate instruction.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I am of opinion that in colleges the fee should be uniform.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—The demand for any kind of education has not in the Central Provinces reached such a point as to make the profession of teaching profitable. I know of no schools that have been opened by men as a means of maintaining themselves, and I am of opinion that in the Central Provinces such a stage will not be reached for many years.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—The number of pupils that can be efficiently taught in a class depends to a great extent on the teacher. In an elementary school a good teacher should be capable of teaching 25 or 30. In a high school or college the number might be considerably increased as far as mere class work is concerned, but if home exercises and weekly examinations are given the number should not exceed 35.

If examinations are only half-yearly and no home exercises given, the class may be as large as the teacher's voice can reach.

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—The fees in colleges should be paid by the term, and in advance.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I think all promotions from class to class (except in the first three or four classes in elementary schools) should be made on the results of public examinations.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—No boy is admitted to the Government high school from another high school without a letter of introduction from the head master of the school he has left.

JUBBULPORE: *6th June 1882.*

Cross-examination of MR. YOUNG.

By THE PRESIDENT.

Q. 1.—What particular cases do you refer to in answer 29 of your evidence, when you speak of "in certain grant-in-aid middle schools, boys who gain scholarships are forced to go to a grant-in-aid high school?"

A. 1.—I refer particularly to the two middle schools of the Church Mission, Jubbulpore.

Q. 2.—Are you aware that when the Jubbulpore high school was brought from Saugor, it was transferred on the distinct understanding that it should not readily take away boys, especially scholarship-holders, from the pre-existing mission schools in Jubbulpore?

A. 2.—I am aware of that.

Q. 3.—Then we may take it that you do not speak of the present arrangement as unjust, but merely think that it prevents competition?

A. 3.—Yes.

Q. 4.—With reference to answer 39 in your evidence, will you favour the Commission with an account of your system in the Rajkumar College for permitting the young men to perform the offices of their respective religions?

A. 4.—As regards Muhammadans, of whom I have only one boy, we have no Id-gah, or praying-place. But I have been asked by the pupil himself to provide for such accommodation. He has perfect liberty to say his daily prayers, and he does say them without any interference from any one, or the slightest annoyance from the Hindus. If a praying-place were provided, it would lead to no breach of discipline. As regards the Hindus, of whom we have eighteen, there is a temple to "Mahadeo" in the compound, which existed when we bought the building. It was put up by subscription by the Hindu workmen of the lac factory which previously occupied the premises. Our young Hindu Chiefs in the Rajkumar College perform their ceremonies, personally or through their family priests, in this temple. Many of them have purohits, or family priests, among their servants. The college authorities take no cognisance of the attendance of these family priests, and do nothing either to encourage or to discourage them. Only a boy's whole retinue must not exceed the number allowed to his rank.

Q. 5.—In answer No. 47 of your evidence you regret the absence in the Central Provinces of any college teaching up to the B.A. or M.A. standard; and you would like to see one Government college set up for this purpose. Would it not suit the object equally well if, by a combination of municipal and private effort, such a college could be set up?

A. 5.—Yes; it would suit equally well.

Q. 6.—Are we to understand that the idea of going out of the Central Provinces to receive college instruction even in the adjoining provinces of Bombay or the North-West Provinces, is distasteful to the respectable classes in the Central Provinces?

A. 6.—It is very distasteful to the respectable classes in the Central Provinces, and is a great hardship to the poorer boys.

By THE REV. W. R. BLACKETT.

Q. 1.—Do any pupils of the Government high school at Jubbulpore, to your knowledge, employ private tuition to assist them in preparing their lessons?

A.—I know of only one such case.

Q. 2.—You think that 90 per cent. of the pupils in your school and college could not afford to pay a higher fee than Re. 1 or Rs. 2. Can you give any idea of the average incomes of their parents?

A. 2.—Forty-eight out of 65 boys in the college belong to the upper and middle classes. The middle classes are reckoned as those with an income of ₹200 per annum up to ₹4,000. In the school, 104 out of 149 belong to the upper and middle classes. There are only two of the upper classes in the college, and two in the school.

Q. 3.—Are you aware that in the mission school at Jubbulpore fees up to ₹5 are paid by the pupils?

A. 3.—I was not aware of this.

Q. 4.—Would you kindly state your reasons for thinking a uniform rate desirable?

A. 4.—The chief reason is the difficulty in finding out the incomes of the parents, upon which I suppose any other rate would depend.

Q. 5.—Would it be more difficult for the authorities of a Government school to ascertain approximately the incomes of the parents than for those of an aided school?

A. 5.—I do not think there would be any difference.

By MR. BROWNING.

Q. 1.—With reference to your answer 9, does not the normal school course for some students already extend to two years?

A. 1.—I believe it does.

Q. 2.—As regards the same answer and your answer 14, do you know that the Educational Department propose to extend the course to two years for all students, so soon as the demand for teachers is less urgent than at present?

A. 2.—I was not aware of that.

Q. 3.—With reference to answer 14, do you know that under Book Circular 7 of 1870 the pay of all village teachers is re-arranged according to the results of their annual inspection? Last year about 83 schoolmasters were degraded and 164 promoted.

A. 3.—I did not know this.

Q. 4.—If all grants were made according to the payment-by-result system, would not the income of any aided school be subject to sudden fluctuations which might impair its usefulness?

A. 4.—I do not think so, if the teachers remain the same, if the work be the same.

Q. 5.—But in seasons of scarcity and epidemics, would not numbers and attendance decrease, and would not the grant vary?

A. 5.—Yes.

Q. 6.—In order to work the payment-by-result system properly in these Provinces, would not the inspecting staff have to be increased? For instance, there are in Nagpur and Kamptee some nine aided high and middle schools with 1,835 pupils. If these schools were aided by results, as well as some 40 or 50 indigenous schools in the same towns, could the circle inspector hope to give satisfaction to the managers of these schools and be able also to attend to all the middle and primary schools extending over eight districts, as he does at present?

A. 6.—There is no doubt that the inspecting officers would have to be increased.

Q. 7.—But as our funds are small and the present system works fairly well, do you think it would be wise to devote more money to inspection when such money could be usefully devoted to primary education?

A. 7.—I have not considered this subject from a financial point of view at all.

Q. 8.—The manager of the Church Mission school, Jubbulpore, has complained of the reports of circle inspectors. If grants were made to depend immediately and simply on the annual reports of inspecting officers, would not there probably be more complaints and less cordiality between inspecting officers and managers of aided schools than at present?

A. 8.—Yes; I think so.

Q. 9.—Is it not advisable that in the present state of education in the Central Provinces the

Educational Department should work with the managers of aided schools, rather than, by the curtailment of their grants because of some fluctuation in the efficiency of their schools, incur their hostility?

A. 9.—Yes; I think so.

Q. 10.—You say in answer to question 24 that there is no competition in the Central Provinces as far as higher education is concerned. Is not the want of competition, so far as Jubbulpore is concerned, artificially induced by the standing rule that you are not to admit any student of the Jubbulpore Anglican Church Mission to your high school department without the special permission of the manager, which has not, I think, ever been given?

A. 10.—Yes.

Q. 11.—Is not the middle-school education of the 75,000 inhabitants of Jubbulpore left entirely to the two Church Mission aided schools and the City aided school?

A. 11.—Yes.

Q. 12.—Do you think that the Church Mission schools might from so large a population be able to fill their own high school with pupils and eventually to compete effectually with you for the education not merely of the Jubbulpore students, but of students from all the Hindi-speaking districts of the Central Provinces?

A. 12.—Yes; I think so.

Q. 12.—In your answer to question 29 you allude, do you not, to the fact that no middle-school boy of the Church of England Mission schools at Jubbulpore is allowed to join the Government high school without the written permission of the manager, which, I hear, has never yet been given?

A. 12.—Yes; I allude to that school.

Q. 14.—If such permission were given, would the scholarship-holders of the Jubbulpore Mission school join your school, do you think?

A. 14.—Some would.

Q. 15.—Would they join your school as being more likely to pass the Entrance Examination than if they remained at the Mission school, or for any other reason?

A. 15.—They will probably have two reasons—(1) that some prefer being taught where there is no religious instruction; (2) some might join for the reason mentioned in the question.

Q. 16.—During the last twelve years 90 students from your school have passed the F.A. examination; but only some 14 students, so far as is known, have graduated. Had there been two senior college classes, how many of the 90 men do you suppose would have graduated?

A. 16.—I should say about three or four times as many would have read for the examination.

Q. 17.—As there is no senior college department in the Central Provinces, and as students often object to go to a foreign college to complete their education, are not the Educational Department obliged either to employ in their middle schools men who have not completed their education or to import foreign graduates?

A. 17.—Yes; this is the case.

Q. 18.—Do you think either is a desirable alternative?

A. 18.—It would be much better if we could train fully our own men.

Q. 19.—Is any official influence brought to bear on any scholar to induce him to hold his scholarship at the Government high school, Jubbulpore?

A. 19.—I never knew of any.

Evidence of Mr. G. Thompson, B.A., *Inspector of Schools, Northern Circle, Central Provinces.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—My opinions on the subject of education in India are the result of 16 years' educational work in the country,—first, as classical master of the Doveton College, Calcutta, for two and a half years; then as head master of the Government high school, Saugor, Central Provinces, for more than three and a half years; then as President (or Principal) of the Provincial high school for over two years, when the high and collegiate education of the Provinces was centered in Jubbulpore, in May 1873; and from October 1875 to the present time as Inspector of Schools. During the period I have been Inspector of Schools I have held in succession each of the three circles of inspection, and have thus had an opportunity of becoming acquainted with the state of education in every district in the province,—indeed, in every school.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—I think that the system of primary education is, generally speaking, placed on a sound basis, and, with sufficient funds, can easily be expanded to any desired extent. I say it is *generally* placed on a sound basis, for, I think, the degree of help and attitude of civil officers towards education are left too much to the discretion of individuals. Hence the progress of education in any particular zilla is apt to vary with the officer in charge, according as he has a taste for education, and preserves towards it a helpful attitude. Suggestions for the improvement of the course of instruction in primary schools will be founded under question 8.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Education in the Central Provinces is not sought for by the people generally. In the larger towns, however, such as Nagpur, Jubbulpore, Saugor, Burhanpore, &c., there is a general and

increasing desire for education. I do not think that any classes specially *hold aloof* from education; but I would put it in another way. There are classes (not castes) who not only have no desire for education, but look on it as a great hardship to attend school, and avoid it as far as they can. The classes I refer to are the cultivators. No classes are particularly excluded from education, but whole villages, of course, are, where they are situated far from any school. The influential classes, if left to themselves, would not, I believe, extend education to all classes of society. Even by men of some culture among the influential classes, I have often heard the opinion expressed, that for cultivators and low-castes education was not only useless, but a positive evil.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools, properly so called, are not numerous in these Provinces. In March 1881 there were 339 aided primary schools for boys under inspection. Since that, a few in Nimar, and in one or two other places, have been brought under inspection, but, so far as I know, the number of aided primary schools has not much altered. There remain about 340 aided schools, with about 17,000 children on the roll, and 91 unaided schools. Of these 340 schools 17 receive a fixed grant. These are, for the most part, the primary sections of middle schools, conducted by missionary and other societies. Again, in the district of Raipur there are 131 aided and 15 unaided schools, which can hardly be classed as indigenous; and in speaking of indigenous schools, they should be excluded. There remain then about 268 indigenous schools properly so called in the whole province. A large number of these schools, including amongst all the best of the class, are venture schools, situated in the five towns of Nagpur, Saugor, Jubbulpore, Kamptee, and Burhanpore. The remaining schools, about 200 or less, are scattered here and there throughout the districts.

The constitution of the aided schools of Raipur is so peculiar that I may refer to them in some detail, as perhaps in them may be found a clue to "how the number of primary schools can be increased," and how "indigenous schools can be turned to good account as a part of a system of national education." The Raipur schools were started, at the suggestion and under the advice of the district officer, by the malguzars of circles of adjoining villages, who taxed themselves for the purpose of constructing a school-house and securing the services of a teacher. The equitable assessment of the tax was secured by the assistance of the subdivisional officer, and, to add permanency to the school, the subscription was collected with the revenue deposited in the tahsili, and administered, in great measure, by Government officers. At first the masters were paid a fixed salary, as provided by subscription for each school; and when the schools were examined for grant, the results fees were handed over to the proprietors. I am not now concerned with how the system of subscription works, nor am I concerned to enquire whether the malguzars have recouped themselves from the ryots, nor whether subscriptions collected along with the Government revenue are subscriptions in anything but in name. Here we have got so-called indigenous schools, managed locally, supported in part by local funds and partly by results fees. Recently changes have been made in their management by which the masters receive a small fixed salary and a certain proportion of the grant, namely, three-fifths, the balance being applied to contingencies, repairs, prizes, &c., and no part of it is paid to the proprietors. Making allowance for the backwardness of Chhattisgarh, the instruction, discipline, &c., in these schools approaches the standard in Government schools. But, indeed, in almost all respects they are controlled by Government officers directly or acting through the school committees.

Now, I think it is only on some such plan as this that primary schools can be extended. Circles of adjoining villages must make an effort to provide and maintain a house and furniture, and to secure the master a small fixed monthly salary, and for the rest let him depend on results fees. And in respect of Government primary schools, as I suggest further on, I would introduce a similar system, by which the schools would be locally controlled and the master would receive a fixed salary, either wholly or in part, from Government, according to the grade and class of his certificate, and for the rest he would depend on the fees received under the system of payment by results. But if new schools were established in some such way as I suggest and the constitution of Government schools altered on the lines I have indicated, the difficulty would be to secure permanence. If the collection of subscriptions for the master's salary were left to a committee of contributors, nothing like permanence would, in my opinion, be secured. Subscriptions would fall into arrears, the master would grow discontented, contributing members whose children had grown beyond the school-going age would, on one excuse or another, withdraw, and the school-house would fall into disrepair; hence the school would fall away and gradually disappear. I have seen this process going on again and again in malguzari schools throughout the Provinces. The conclusion I reluctantly come to, as the result of considerable experience, is that *voluntary permanent* sources of income for new schools, or for turning existing Government institutions into schools locally managed, cannot be found. Still, I see no other way than a nearer or more remote approach to the Raipur system, if additional schools are to be started.

With regard to the same 268 indigenous schools, properly so called, the subjects and character of the instruction imparted in them, where at all successful, tend more and more to assimilate to

Government standards. This is particularly the case where the masters are men taught in Government schools, as is the case with most of the masters of the venture schools started in large cities. When the old race of gurus dies out, the assimilation of these schools to Government models will be complete. The masters of venture schools extract fees in money and in kind in accordance with the wealth of the parents. In Nagpur there is one school at least in which several boys pay 8 annas, besides presents in kind on feast days and holidays. In indigenous schools, fees range from one anna up to 8 annas; but this does not hold good of indigenous schools in which religious instruction is imparted. For the most part no fees are charged in such schools, and in schools started by malguzars for the education of their sons and their relatives, instruction is, as a rule, free.

For the proprietary schools of Raipur the masters are trained at the Government normal schools. The masters of venture schools are generally men who have been educated at Government schools, who aim at an independent career, or else failures in some other walk in life.

The only way in which indigenous schools can be turned to good account as part of a national scheme of education is under the system of payment by results. As a rule, the masters are willing to conform to the few simple rules qualifying for State aid; but while the proprietors and masters of such schools are willing to submit to inspection and to accept aid, they dread interference, and in many cases would vigorously resent it. The system of payment by results influences, and has influenced, these schools in various ways. It influences the curriculum of studies by directing attention to those subjects which pay. In this way the subjects of study have been widened, by adding arithmetic to the list. In the old *desi* school, reading, writing tables, letter-writing, and some form of accounts were taught. These are still generally taught, but it is a matter for regret that tables and mental arithmetic are not so extensively or thoroughly taught as formerly. The system of payment by results has also influenced indigenous education by inducing individuals or societies to start new schools where they did not exist. The extent of this influence I am not ready to state in numbers; it has not been very great, but still it has been considerable, and deserves to be recognised.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home education can hardly be said to exist in the Central Provinces. In the larger towns, among Hindus, boys do often join school able to distinguish the letters, or even to read. But that is all. Among the better class of Muhammadans, however, there is some home instruction, but it is so one-sided and limited that such boys would be totally unable to compete on equal terms at any examination with boys educated at school.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—I do not think Government can depend on *spontaneous* private effort for the supply of elementary instruction in rural districts. Anything like a permanent spontaneous source of income for primary schools in rural districts is out of the question among a people so backward and villages generally so small as those not already supplied with primary schools. In such villages the people are not wealthy, and, as I have said, there is no general desire for education, and if by chance there be a man of influence or substance among them, he has no desire, as a rule, to use it in educating cultivators who, he thinks, are more useful as they are.

In connection with this question I would state in reply to question 17 of the printed list that, while there are many men able to aid in establishing schools, I doubt if there be any willing to assist more extensively than heretofore in that object. The influence of district officers can always procure temporary aid for any deserving object; but spontaneous permanent sources of assistance, in my opinion, cannot be depended on.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The system in force for providing teachers for elementary schools is perhaps as satisfactory as any practical scheme that can be devised. It gives one year's theoretical and practical training to young men of at least 18 years of age, who have passed the upper primary or a higher standard, provided they are of good character and propose to adopt teaching as a profession; while of those who successfully complete the one year's course, a certain number are selected for a second year's training in a more advanced course of study. There are three normal schools for masters, situated in Jubbulpore, Nagpur, and Raipur. Their organisation is fairly complete, except that at Nagpur the model or practising school is not under the control of the head master of the normal school, so that the practical training of the men is not so good as it should be. What is wanted to improve the system is an extension of the time under training to two years for all. This will eventually be possible, as the demand for teachers becomes less urgent; and a two years' training could be commenced after 12 months by increasing the number of students for one year.

No general answer can be given to the second part of the question. The great majority of our masters are Brahmans, but most castes are represented, and, as in other professions, a man's "social status" in India depends on his caste and his general character. As a rule, teachers are respected by the people, and not unfrequently the schoolmaster is a moral power in the village. I believe they exercise a beneficial influence, but instances are not wanting in which the schoolmaster has been a busybody and an evil-doer. This is no more than might be expected. I have often, too, found schoolmasters assuming airs and arrogating rights in virtue of being a Government servant to which they had no just claim.

I hardly know what is meant by "improving the position" of schoolmasters. Extra pay would add to their material comforts, but would hardly improve their position, if by position is meant

"social position." But I think their usefulness as teachers might be improved by a different mode of payment, which would not of necessity involve extra expenditure. At present village schoolmasters are paid a fixed salary, which is liable to increase or diminution on the 1st of April each year for good or bad work. But the system does not work well. The just expectations of good masters, even in the judgment of the inspector, are seldom satisfied, while the unfortunate, who for bad work is reduced, looks on the reduction as the exercise of arbitrary power. I would suggest, therefore, that masters, in accordance with the grade of their certificates, should receive a fixed monthly salary, and that they should depend for the rest on the result of the annual examination. We have two classes of certificates, each divided into three grades. They are village school certificates and town school, or call them lower and higher. For the third grade of the lower class I would give R3 a month, R4 for the second, and R5 for the third. For the three grades of the higher class I would give for the lowest R6, for the second R7, and the third R8. For the rest, the master would be paid according to results. The grade of certificate as at present would be liable to advancement for good work, and to reduction for bad.

To work this scheme, it is probable that the agency of inspection would have to be re-cast, and the area of the circle inspector's duties limited, in order that he could give that close and personal attention to the conduct of the annual examination which such a system would inevitably require. The circle inspector could not, of course, examine, as a rule, for results fees himself, but, as a great deal of responsibility would be thrown on deputy inspectors, their work would have to be regarded even more closely than at present. Beyond increased exertion on the part of the master, and consequently improved instruction, the chief merit I claim for this scheme is that it would pave the way for a general system of aided primary instruction.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—I take for granted that the curriculum of our primary schools is already in the hands of the Commission. I would modify it only so far as to exclude the teaching of grammar, and to extend the instruction at present given in mental arithmetic. Whether the exclusion of grammar will add very much to the popularity of village schools I am not sure. The exclusion of geography might perhaps be popular also; but our aim should not be to make education merely popular. It should be to combine a useful course of instruction with as few distasteful subjects as possible. The extension of our present limited system of mental arithmetic would undoubtedly be popular, and it would be most useful, as admirably adapted to the petty transactions of a rude people. On inspection day there is no part of the examination that is so attractive to the parents and friends of the boys as tables and mental arithmetic,—so far, indeed, have I often seen their interest go as to themselves blurt out the answer which the examinee was too long in giving. These are the only changes I would make in our village schools curriculum—exclude grammar and give more attention to mental arithmetic. Improved methods of teaching is hardly a thing on which the Commission can hope to successfully make recommendations. They depend on the general advance of education, the exertions of inspecting officers,—above all, on the normal schools. The introduction of instruction of a *quasi* technical character might be left to school committees, as no general rule could well be laid down where the habits and occupations of the people differ so considerably in different villages.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people; and if not, are the schools on that account less useful and popular?

Ans. 11.—No; the *language* taught cannot be the *dialect* of the people. If it were, we should require to teach a different dialect in every zilla. No nation in the world has ever pretended to teach the *dialects* of the people in the schools. Our schools in Nimar and Chhattisgarh may perhaps be less popular on that account, but, as I have said in reference to another question, our object should not be so much to make our schools popular, as to teach what is most useful, while doing all we can to carry the people with us. We must assert our superiority in this matter as in the thousand and one improvements our government of the country has introduced in other directions; and, while imparting a useful education, endeavour to make it as far as possible agreeable to the people. The medium of communication, therefore, and the text-books used should be in the *language* of the people, not in their dialects. Our hope would be that with the advance of education and the spread of books, the dialects, now so numerous in these Provinces, would disappear in a common language.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—I have no suggestions to make regarding fees in primary schools, except that I consider the system in force in these Provinces to be very suitable. In village schools agriculturists who contribute to the school cess, and who unite no other calling to that of cultivators, are allowed to read free, unless they are well-to-do and willingly give something towards the fee fund. The children of the very poor also are allowed to read free. Others pay fees, varying with their income, from half an anna up to two annas. The fee rules, where strictly applied, do not press heavily on any one, and I have seldom or never had complaints in regard to them. Of course, if in this matter we consulted the voice of the people, free tuition would be still more popular. But, as in other matters of school organisation and management, what is useful, just, and expedient should be our object rather than popularity.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—This question has already been answered under question 4. The efficiency of our village schools depends mainly on the following factors:—

(1)—The interest taken in them by the members of the school committees.

(2)—The ability, energy, and tact of the masters.

(3)—Regular, systematic, and consecutive inspection by the Deputy Inspector.

(4)—The favourable attitude of the district officer, and the help of the Tahsildar. Where these four conditions are favourable, I have always found a good school, and its condition will generally be found to vary directly with the presence or absence of one or more of them.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the despatch of 1854; and what do you regard as the chief reason why more effect has not been given to that provision?

Ans. 15.—No Government school of the higher order, except one, has ever been closed, and none has been recently handed over to the management of local bodies. One high school at Chanda intended to teach up to the Entrance standard, was closed in 1870, for reasons detailed in the report on education for that year. No such institution has been made over to a local body, because there is only one Government high school in the Provinces, and it is *not local*, but *provincial*. But, though no institution of the higher order has ever been made over to private or local bodies, primary schools have, as was done in Jubbulpore in 1867, when the town school of the place and three ancillary vernacular schools were made over to the Church Mission Society.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education, or to any interests which it is the duty of Government to protect?

Ans. 16.—The answer to this question is implied in that given to question 12. There is only one high school in the Provinces; it is not *local*, but *provincial*, and so long as it continues to be so, it cannot be handed over to any local body. The answer to question 18 of the printed list is also implied in this. As the high school cannot be transferred to any local body, it follows that the Government can neither withdraw from its management, nor determine to do so, without closing the school.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—I have no statistics at hand to show with exactness what classes attend Government or aided schools. Exact statistics are being collected. But I may say that, as a rule, the very same classes attend aided as Government institutions, because in only a few instances, and these entirely confined to primary vernacular schools, do Government and aided schools cover the same ground.

The fee payable in the Government high school is ₹1, and no distinction is made between poor and rich. In the college department the fee for all is ₹2 a month. I think this fee is adequate for the present. My reason for saying so is, that many boys from the middle schools of the districts, after passing the middle-school examination, which qualifies for admission to a high school, are deterred from prosecuting their studies by the expense. If the fee were increased, therefore, still more of those who now study on at their own expense would be deterred from doing so.

I do not think that the complaint is well founded that the wealthy classes do not pay enough for high English education. Some of those who avail themselves of it could certainly with ease pay much more than they do. But the middle classes are not generally well off, and an increment in school expenses of even eight annas a month, though small in itself, is a matter for much consideration with people whose income is not counted by hundreds a month, but oftener by tens or even units.

It is now more than ten years since, on my recommendation, the fees of the high school and college, then situated in Saugor, were raised from a sum varying according to the wealth of the parents from two annas up to ₹1, to a uniform rate for all, as at present fixed. The increase at that time did not lose us a single student, and doubled the fee collection. The position of the school is much more assured now, but I do not think any such increase in the wealth of the middle classes has since that time taken place as would justify us in supposing that a fee which was adequate then is no longer so.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—There is no proprietary school or college in these provinces supported entirely by fees. The fees charged in proprietary English schools are smaller, considerably smaller, than in similar Government schools. For instance, in the middle department of the mission school, Jubbulpore, the average annual fee is ₹2. In the corresponding department of Saugor, Narsinghpur, and Burhanpur it averages ₹3-7-0, ₹2-11-0, and ₹3-5-0, respectively. This would show that schools in private hands are not more productive in fees at any rate than Government schools.

Ques. 23.—Is it, in your opinion, possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—This question does not apply to these Provinces. There is no competition, direct or indirect, between higher Government and private schools, nor is such competition ever likely to arise. This also disposes of question 24 of the printed list.

There is only one instance in which there is any competition between high schools. The Mission school at Nagpur and the city school, both aided institutions, cover exactly the same ground. But instead of the competition being injurious, I think it healthy and beneficial alike to the schools and the public.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—This question may be answered in the affirmative or negative according to how "educated Native" is defined; and I dare say almost every employer of educated labour in these Provinces, judging from the number of applicants for vacancies, would reply that English education was being overdone. I don't think so. Not only do educated Natives of character and fair ability find employment, but I often find it difficult, towards the end of the year, to procure suitable men for vacancies in masterships. Educated Natives, I think, we must limit in these Provinces to those who have successfully studied up to the highest standards of our high schools,—that is, the Entrance and F.A. examination; and to many of those who pass the former the term cannot be applied. Very few such men are now without employment, and none who are men of character and ability. But while there is no present superabundance of educated men seeking employmept, the tendency is undoubtedly in that direction. And (including in this the reply to question 28 of the printed list supplied by the Commission) I would say that though the tendency is to produce more Entrance and F.A. men than will readily find suitable employment, I do not think any remedy should be sought for this state of things. There is a strong and growing desire for English education, caused by the reward it is supposed to confer on its possessor. The road to all the better-paid posts under Government is seen to be English, and English, simply as a means to an end, is accordingly sought, and will continue to be sought, under the present conditions of Government service. As in other places, English is not sought for itself, or for the treasures of Western thought which it lays open, but simply as a road to advancement. And the disappointments of the few who are unsuccessful in finding suitable employment, have no deterrent effect on the many who fill our middle schools. I think no remedy is necessary.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—The system of scholarships that prevails in these Provinces is fully described at pp. 60 and 61 of the last Educational Report. I would add to what is there stated that while scholarships given to boys of primary vernacular schools, tenable at higher grade vernacular or at English schools, are awarded by selection, they are not "placed on an eleemosynary basis," but are "rewards for merit tested and proved," though not by competition. While the system of awarding scholarships in these Provinces, by selection for primary and competition for higher grade scholarships, is, I think, as good as any practical system that can be devised, I do not think that "the funds available for scholarships are so distributed that ample facilities for obtaining a good secondary education are held out to a large enough number of youths in the lower schools." Stipends tenable in a college amount to more than one-third (R11,844 out of R33,304) of the whole scholarship expenditure. Whether the present number of college scholarships should be reduced is a question. I am inclined to think it should be limited to a certain proportion of Entrance and F.A. passes, say 20 or 25 per cent., and a similar limitation might be placed on scholarships tenable at high schools. However this may be, the allotment for primary school scholarships should be largely increased. I would at least double it, and I think that, over and beyond the fixed allotment, the case of poor boys of more than average ability, on the representation of the circle inspector, should be considered. The present system of allotting funds for primary scholarships is indeed hardly defensible; for while a district like Saugor, perhaps the most advanced in the Provinces, has only R9 as primary English scholarships, because it contains only one English school, a district like Hoshangabad, far behind it in educational advancement, but happening to possess four English schools, has R29 a month for primary English scholarships. The allotment for primary scholarships should have some reference to the population of the district and the educational advancement of the people. I know that in practice all primary scholarships, whether village, town, or middle school, are tenable at an English school, so that there may be, and indeed now are, as many boys holding scholarships at an English school in Saugor as in Hoshangabad. In these Provinces, it is true, scholarships being considered rather as *incentives* to study than *rewards*, in theory a backward district requires most encouragement; but in most districts, I think, we have got beyond the time when scholarships should be looked on chiefly as incentives to study. I would now consider them both as "*rewards* for merit tested and proved," and as *aids* to enable poor boys of good ability to continue their studies. Again, I do not think scholarships should be given to enable boys to study English only. There should be stipends to enable boys to prosecute their vernacular studies, and these should be diverted to no other purpose. It is for these reasons I think the allotment of scholarships should not depend on the number of schools of a particular class that any district may contain. If this were so, Raipur, the largest and most populous district in the Provinces, but at the same time one of the least advanced in educational matters, would have less scholarships than Wardha; whereas, being one of the most backward, it should have increased incentives to study, and, on the grounds of population, it would rank before any other district.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—I think that the University curriculum affords a sufficient training for teachers for secondary schools. Of course young men, when first appointed to secondary schools, have to be content with a subordinate position, and only such as show superior tact and ability as teachers are promoted to sole charge of a school. It is probable, indeed, that such men, if first of all trained for a year in a normal school, would turn out good teachers earlier than they do at present; but there would be this danger, that all would be cast in one mould, and originality and diversity would probably be lost in a common round of mediocrity.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—The system of inspection in these Provinces does not differ materially, I believe, from that in force in other provinces of Northern India. I will not describe it. I will only say that circle inspectors keep perhaps more among their schools than in other places, and their duties are chiefly inspection, general administration, and the control of funds being centred in the Inspector General of Education.

Should any considerable increase of schools take place, and should that increase be along the lines I have indicated under question 4, the system of inspection would probably have to be re-cast. I think a deputy inspector should not have more than 80 Government schools to look after, and if schools were locally managed, probably a maximum of 120 would be found as much as one man could properly inspect and examine for grants on the system of payment by results. The increase of schools on this system would throw increased responsibility on deputy inspectors, and their work would require the closest supervision. That could hardly be done by circle inspectors without either diminishing the extent of the circle or giving each an assistant.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—No; I know of no private agency that could inspect and examine schools efficiently.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The text-books in Government primary schools are those prepared by the department. I think they are suitable, and they are year by year becoming more so, as every new edition that is called for is improved and amended. In most private schools the departmental text-books are used, and where others are used, so far as I know, they are suitable.

The same can hardly be said of English books. We still use English books that were made and intended solely for English children; and while they are not quite suitable, I think them better than any set of Readers yet specially compiled and published for Indian children.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—"Instruction in duty and the principles of moral conduct" occupies a place in the teaching of our schools. No special time, indeed, is set apart for such instructions, nor are there any distinct rules issued on the subject; but all our text-books contain lessons inculcating moral truths, and the more advanced books contain accounts of the lives of noble characters, which are likely to enlist the sympathies of the children on the side of honesty, truth, and courage, or to awaken a sentiment of patriotism. The moral lessons set before them are the duties of cleanliness, punctuality, respect for their parents and elders, consideration for others, the advantages of right doing and the consequences of wrong. Discipline, to which much attention is given, it is hoped, developes in the children prompt obedience to orders, habits of self-control and general neatness, good manners and becoming language.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on this subject?

Ans. 40.—Much has been done for the physical training of our pupils. First, drill is taught, more or less successfully, in every school. A short time each day is devoted to the purpose; and in secondary schools and many of the primary very considerable progress has been made. A manual of school drill has been prepared and is in the hands of every master. Second, most of the secondary schools are provided with gymnasia, and steps are being taken to provide them for the rest; while in most higher-grade primary schools, and in many primary schools, gymnasia of sorts exist and are used. Third, the taste for drill and gymnastics is stimulated by visiting officers, who make them subjects of inspection, not less than the ordinary school curriculum, and reward the best performers. This is my own practice and the practice of the Deputy Inspectors of my circle. Nor do I confine my attention to the ordinary exercises of the gymnasium or to the routine of drill; running, jumping, &c., are equally encouraged, while I have always taken much interest in wrestling, and athletic games generally end with a few such contests. Fourth, interest in physical training has sometimes been stimulated by annual district games at which all the schools compete, a challenge shield being borne off by the best school and suitable prizes by the best individual performers. Fifth, the physical well-being of our pupils is also promoted by instruction in the principles of sanitation. Dr. Cuningham's Sanitary Primer has been translated into the vernaculars of the Provinces, and is one of the text-books of the upper primary schools.

I have no suggestions to make. I think we are doing all that should be done for the physical well-being of our pupils.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Indigenous schools for girls can hardly be said to exist in these Provinces. In the circle which I represent there are only three that can properly be called indigenous. These were started not many years ago by Native gentlemen. The course of instruction is similar to that of Government schools. I do not call schools managed by mission societies indigenous.

Ques. 42.—What progress has been made by the department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—The number of girls' schools has gradually decreased for some years till it stands for 1880-81 at 62. In 1870-71 there were 137 Government girls' schools; in 1874-75, 92; and 76 in 1878-79. It was found necessary by degrees to close those that were hopelessly bad, and to which the people could not be induced to send their children. The department does not claim to have succeeded either in establishing girls' schools, or in generally having improved those that exist. I say generally, for in one district, and one only, namely, Saugor, are girls' schools a marked success, and daily improving. The subject is surrounded with difficulties, which need not be enumerated, and which are common to all provinces. The instruction imparted in girls' schools includes the ordinary branches as taught in boys' schools

The same text-books are used. In arithmetic, however, for my part, I do not insist on so high a standard as in boys' schools, and we are obliged to rest content with a very moderate acquaintance with grammar and geography. Sewing and fancy-work are taught wherever the mistress is competent to do so, and singing is sometimes attempted with more or less success.

What is wanted is text-books for the girls, which, while embodying lessons on useful knowledge, morals, &c., would include also lessons on Indian domestic economy and cognate subjects, that might prove more interesting to the pupils and their parents, and be of more practical value than the books used at present. But the production of such a book is the difficulty. Not long ago a committee of native gentlemen at Sambalpur, gentlemen that were really interested in the matter, and who had thrashed it out at several meetings, gravely suggested to me the propriety of introducing a book on midwifery! I would abolish the study of grammar in girls' schools, and while I would have sewing, plain sewing, taught, I would abolish fancy-work. The fancy wool-work, which is at present produced, is very useless; it is foreign to the habits of dress of the people, and the articles made can hardly take a place among either those of luxury or convenience.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—I have no opinion to give on mixed schools. Mixed schools for natives do not exist in these Provinces, and the consensus of native opinion is, as I think rightly, against them.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—Two methods of providing teachers for girls' schools have been in force in these provinces,—(1) male teachers of mature years have been appointed; and (2) female teachers trained in the normal school. But masters, even when worn out and unfit for the discharge of the more robust work of a boys' school, are most averse from working in a girls' school. Hence, as a rule, it has only been the worst specimens of masters that have been found willing to serve in girls' schools, and so, of course, the results have often been disappointing. But while native opinion is strongly in favour of old respectable Pandits, there can be no doubt that female teachers are the best for female schools. To provide them, a normal school has been in existence in Jubbulpore for many years, but it is only since 1875 that it has been properly organised and placed on a sound basis. But even since that time, such is the difficulty of securing suitable candidates, so long a time is taken to prepare them for their work, and so many of those who are sent out have been unwise, vicious, or incompetent, that the supply of trained teachers is still very inadequate. Still, a training school is the best, indeed the only method of providing teachers. The best candidates for training are the wives of schoolmasters. Formerly widows were the only candidates available. They were, and still are, objectionable. If they are young and at all good-looking, they often turn out foolish when put in charge of a school, and the bare suspicion of immorality has often been more injurious to a school than proved incompetency; while if widows are of advanced age, as they are ignorant of the letters when they enter, they are often very stupid, and seldom or never become either good scholars or good teachers. Young girls, as a rule, cannot be admitted, for obvious reasons. The best candidates and those who have afterwards given most satisfaction as teachers are the wives of schoolmasters. At the end of March, we had 17 women under training, all of whom were married, 11 being the wives of schoolmasters. And I think our girls' schools will not generally be a success till we have a sufficient number of such women for schoolmistresses.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—European ladies, other than those connected with missions, have, I may say, done nothing for female education, nor do I think it would be possible to induce them to take an interest in the subject.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—With the limit already suggested under question 18, I do not think any part of the expenditure on high education in these Provinces unnecessary. Indeed, I do not think enough has been done. I think our high education should not stop at the First Arts Examination, but should offer facilities for studying up to the B.A. standard.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—No Government schools have been set up in places where private instruction already existed.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the department more men of practical training in the art of teaching and school management?

Ans. 50.—So far as these Provinces are concerned, there is no foundation for the statement that the department take too exclusive an interest in higher education. The reverse, I might almost say, holds good of the officers of the department here. The circle inspectors, for instance, are wholly concerned with primary and middle schools. I do not think that better results would be obtained by introducing into the department more men of practical training in the art of teaching and school management. But, indeed, a large proportion of the higher officers of the department in these Provinces are men who have been so trained, and with one exception all the higher officers have made education the work of their lives.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—A system of monitors is in force in these Provinces, but by monitors pupil-teachers in the English sense are not to be understood. Our monitors are no more than senior boys, who

receive R2, 3, 4, or sometimes 5 a month, and are a sort of assistant teachers. They are not bound to serve for any time, or to pass any examinations, or afterwards to enter the training school. However, the system works fairly well, though it is not, in my opinion, quite satisfactory. A system of pupil-teachers would be much better, according to which the pupil-teacher would begin on a certain minimum pay, R2 or 3, according to the locality, and would be bound to serve a certain number of years, receiving each year an increase of pay up to R5, the master at the same time receiving a reward in accordance with the advance of the pupil teacher. On attaining the age of 18, pupil-teachers should either enter the normal school or be replaced by fresh lads. A system of this sort is more necessary now, as our pupils finish the school curriculum at an earlier age than formerly, and hence, while it is easier to get candidates possessing knowledge enough to enter the normal school, it is more difficult to find young men of a suitable age.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupils?

Ans. 53.—In primary, and perhaps in middle schools also, fees should vary according to the means of the parents, while in high schools and in colleges there should be a uniform rate. Primary instruction should be within the reach of all, and no artificial barrier of fees should be raised to deprive any one of it. The very poor, and those who contribute to the school cess, should be free, as is the case in these Provinces, but those who are not very poor, and who in no way contribute towards education, should pay in accordance with their means; but high and collegiate instruction can never be offered to all, and judged by the advantages which it brings, it is of really more value to the poor man than the rich. The fee for high and collegiate instruction should, therefore, be adequate and uniform, and I think this is the point we have arrived at in these Provinces.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—In middle and high schools a class of 40, with a daily attendance of about 33, or 82 per cent., is the maximum number that can be efficiently taught by one instructor, provided the class-room is suitable, all appliances good, and the master well up to his work. Where these conditions are not fulfilled, a smaller number will be found as many as one teacher can attend to. In primary schools, however, a master can teach more than 40 in one class. In a primary school with three classes, one master is sufficient when the attendance does not exceed 40; if there are four classes the assistance of a monitor will be sufficient, provided the attendance does not exceed 60. In a five-class primary school, a master and assistant master are required, provided attendance does not exceed 60; if it exceed 60, a monitor is needed in addition.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I think it is desirable that promotions from middle to high schools should be regulated by a public examination extending over the entire province, just as promotions from high schools to colleges are regulated by the Matriculation Examinations. But class removes within the middle, upper primary, or lower primary schools, should be made by the school authorities, subject to the approval of the inspecting officer. I do not think there should be a public test extending over the entire province for either the upper primary standard, or the lower, for various reasons. In the first place the number of competing schools is so large, and the centres of examination would be so many, that it would be impossible to have the examination properly supervised. Again, competent examiners, possessing tht requisite leisure, could not be found for so many papers. And in the last place, boys appearing for the upper and lower primary standards, have not made sufficient advancement to be able to do justice to their attainments in a written examination. It follows from this that I do not think primary scholarships should be awarded by open competition, but by selection, as at present.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—I do not think that the circumstances of any particular class of the population are such as to require exceptional treatment in the matter of English education. Muhammadans number more than one-eighth of the English pupils in our schools—a proportion far above that which the Muhammadans bear to the whole population.

Ques. 69.—Can schools and colleges under native management compete successfully with corresponding institutions under European management?

Ans. 69.—Yes; there are two examples in point: one is the city school, Nagpur, managed and taught exclusively by Natives, and the Free Church Mission school in the same place, managed and largely taught by Europeans. Both are well taught and popular schools; but the managers of the Mission school themselves would not say that their school was more successful than the city school. Both teach up to the Entrance standard. Again, in Jubbulpore we have the Hitcarini school, managed and taught exclusively by Natives, but teaching up to the middle school standard only; and in the same place there is the Church Mission school managed by a European, but taught by Natives. It teaches up to the Entrance standard; but with regard to the middle department the mission school is certainly not better than the Hitcarini school. These are the only apposite examples of English institutions which the province afford.

JUBBULPORE,
The 27th May 1882.

Cross-examination of MR. G. THOMPSON, B.A.

By THE PRESIDENT.

Q. 1.—You have detailed the comparative failure of the departmental efforts for the promotion of female education. Have you tried female inspectresses of schools, or merely endeavoured to supervise the girls' schools by male inspectors?

A. 1.—No female inspectresses of schools have ever been employed in the Central Provinces.

Q. 2.—Do you think it possible to supervise girls' schools efficiently, and at the same time in a manner consonant with the feelings of the people without employing female inspectresses?

A. 2.—I think so. No objection has ever been raised to the inspection of girls' schools by zilla inspectors or by myself.

Q. 3.—An opinion has been expressed to the Commission that the most acceptable method for spreading female education is the employment of *zenana* teachers. Does such teaching in *zenanas* exist in the Central Provinces, either as a Government agency or under missionary bodies?

A. 3.—It exists under missionary bodies at Nagpur and Jubbulpore, but not under Government agency.

Q. 4.—Does the Education Department give grants to *zenana* teachers employed by missionary bodies? If so, what form do these grants take?

A. 4.—I can only speak of Jubbulpore. A grant of R35 is made to the *zenana* mission here for female education. No capitation grant is made for the pupils under *zenana* teaching, but the whole grant is, supposed to cover the *zenana* work, as well as the girls' schools. Latterly, a special grant of R18 per mensem for additional girls' schools conducted by the *zenana* mission has been given. The total grant to the Jubbulpore *zenana* is, therefore, now R53 per mensem.

Q. 5.—Please state what are the vernaculars taught in the primary schools of the Central Provinces.

A. 5.—In the Sambulpore district, Urya; in Bhandara, Nagpur, Wardha, and Chanda districts, the language taught is Marathi; in the remaining districts the language is Hindi. Besides these, however, in almost all the large towns, *i.e.*, wherever a desire exists, Urdu is taught in addition to the vernacular of the district. Gujarathi, Tamil, and Telugu are also taught where a desire exists. No aboriginal languages are taught.

Q. 6.—Do the Hindu and Muhammadan youths in the boarding-houses attached to the Government schools perform the offices of their respective faiths?

A. 6.—I believe they do.

Q. 7.—Is there any means of their learning the precepts of their respective faiths while they are in boarding-houses attached to Government schools?

A. 7.—Government affords them no means of learning the precepts of their religion, nor does it interfere with any private means which may exist for the purpose. I believe the Muhammadan boys go regularly to the mosque; I do not think the Hindus go so regularly to their temples.

Q. 8.—Do you think it would be practicable, with a due regard to religious neutrality, to devise means by which Hindu and Muhammadan boys of the middle classes in boarding-houses attached to Government schools, could enjoy instruction in a more orthodox practice of their respective faiths, as in the Jubbulpore Rajkumar school, instituted for young Hindu and Muhammadan Chiefs?

A. 8.—I think it would be easy to go as far as has been done in the case of the Rajkumar College; but I think it would be more prudent not to move in this matter.

By Mr. Browning.

Q. 1.—With reference to your answers 2, 4, and 14, to what extent do school committees now manage vernacular schools in the Central Provinces?

A. 1.—School committees manage primary schools so far that they look after externals, assess fees, encourage attendance, look after schools, house repairs, report if the master is absent or wants leave, present themselves at the visits of inspecting officers, and generally give aid.

Q. 2.—Are the functions of school committees performed under the guidance of Deputy Commissioners?

A. 2.—Yes; subject to general rules laid down by the department.

Q. 3.—If such guidance were withdrawn, what would be the general effect—

1st.—On the work of school committees?

2nd.—On the attendance at Government schools?

A. 3.—I think most school committees would cease to exercise the functions they do at present, and that the results on the attendance would be disastrous. But there are many committees which would continue to discharge their duties as efficiently as at present. These are the committees, of course, which now require little or no guidance.

Q. 4.—Supposing vernacular schools were left to the management of district school committees, the gentlemen who sat in such committees would be men of some culture and would belong to the influential classes of your third answer. Is not this the case?

A. 4.—I suppose so, but I have no means of knowing who might be selected for future district committees.

Q. 5.—If schools were left entirely to their management, would the effect be to discourage the extension of education in all classes and to confine it to the few?

A. 5.—I think it would, if they acted on their present sentiments.

Q. 6.—Do you think, then, that our schools would be hardly public schools for all classes, but would be, as are indigenous schools, simply for certain classes?

A. 6.—I do not think indigenous schools are for certain classes. I have not found them so.

Q. 7.—Do you find the cultivating classes attending indigenous schools?

A. 7.—There are so few real indigenous schools where cultivators exist.

Q. 8.—If inspectors' reports, after being sent to school committees, were forwarded with notice of the action they had taken to Deputy Commissioners, do you think the danger of retrogression would be obviated, Deputy Commissioners having the power of remonstrance?

A. 8.—I do not think so, unless Deputy Commissioners had more than the power of remonstrance; unless they had the power of initiating reforms and having them carried out.

Q. 9.—With reference to answer 9, many of our schoolmasters are married. Do you think men trained for two years at our normal schools would be willing to serve as schoolmasters on 3, 4, 5 or even 6 rupees a month, if at the end of a year

they received a grant on the payment-by-result system?

A. 9.—I believe they would, if there were provision made for tiding over the first year.

Q. 10.—The normal school at Nagpur is within a stone's-throw of the City Aided School, is it not?

A. 10.—Yes.

Q. 11.—The lower section of the City Aided School is used as a practising school; is not this the case?

A. 11.—Yes.

Q. 12.—The Education Department have hesitated to open their own practising school, lest they should interfere with the City Aided School; is this the case?

A. 12.—Yes.

Q. 13.—You mention in answer 23 that there is no competition, direct or indirect, betwen higher Government and private schools. Is there a rule that no scholar who has received a part of his education in the middle or high school department of the English Church Mission school, Jubbulpore, can be admitted to the Government high school without the permission of the manager of the aided school?

A. 13.—Yes; there is an understanding to that effect.

Q. 14.—Has this rule ever been infringed?

A. 14.—It was not infringed whilst I was president of the high school.

Q. 15.—During the last twelve years 90 of our scholars have passed the First Arts Examination. As we have no senior college department, only some 14 have graduated. Do you think if we had senior college classes we should have secured more graduates?

A. 15.—I have no doubt we should.

Q. 16.—Has the fact that we have no senior college department in these Provinces acted injuriously on secondary education and on primary education, and in what way?

A. 16.—I do not think it has had any sensibly injurious effect, because the deficiencies of our own province have been made up by men brought from other provinces.

Q. 17.—We now have as head master of our middle schools not a single graduate, and difficulty has been found to select men of sufficient attainments to inspect Anglo-vernacular schools, and to secure the respect of the masters. Do you think this is the case?

A. 17.—Undoubtedly the difficulty existed several years ago, but there is not much difficulty at present in securing suitable men for head masterships and zilla inspectorships—that is, suitable so far as to secure the respect of their assistants in the case of head masters, and of masters in the case of zilla inspectors. The general character of our instruction would be improved if these men had passed the higher University examinations.

Q. 18.—We have no graduates as head masters of middle schools and amongst the zilla inspectors. Is this the case?

A. 18.—We now have none; we had one a few days ago, but he has been promoted to a civil office: our best men are often thus promoted to civil appointments. We have one M.A. as an assistant master at a middle school at Burhanpur, and several failed B.A.'s as assistants in other middle schools.

Q. 19.—All high school scholarships are tenable at any high school, whether Government or aided, with the solitary exception that to protect the Church Mission school, Jubbulpore, from the rivalry of the Government high school, we do not permit a high school scholar of the Mission school to hold his scholarship at the Government school, except with the assent of the manager of the aided school. Is this the case?

A. 19.—Yes.

Q. 20.—Is any departmental pressure, direct or indirect, brought to bear on the pupils, so that they may attend the Government high school in preference to any aided high schools?

A. 20.—Certainly not, so far as I know.

Q. 21.—Are aided schools, so far as you are aware, regarded with jealousy by any of the higher officers of the Education Department?

A. 21.—Certainly, not so far as I know.

Q. 22.—Have you any reason to believe that any of the higher officers of the Education Department would not be glad if education were so advanced that Government would retire from the direct management of schools, so that the duties of the inspector might simply be those of inspection, aid, and advice?

A. 22.—No.

Q. 23.—With reference to answer 29, the value of the primary boys' school scholarships tenable in Saugor amount to R29 a month, and the scholarships in Hoshangabad to R29 a month. Is this the case?

A. 23.—Yes.

Q. 24.—Then scholarships may be held at any English or vernacular school having classes beyond the upper primary classes. Is this so?

A. 24.—Yes.

Q. 25.—The male population of Hoshangabad is 252,493, that of Saugor is 294,795, and Hoshangabad is less advanced in vernacular education than Saugor. In these two districts is not the scholarship fund pretty equally distributed?

A. 25.—So far as the population is concerned it is.

Q. 26.—You mention that you do not think that scholarships should be given to boys to study English only. May not any of the village and vernacular town school scholarships be held at vernacular schools?

A. 26.—They may, but practically they are not.

Q. 27.—You mention that you would not make the scholarship allotment depend on the number of schools of a particular class. Do you know that Deputy Commissioners may give village school scholarships up to a certain amount tenable at any higher school?

A. 27.—I know that Deputy Commissioners have the power to do so.

Q. 28.—In the Report for 1880-81 village boys' and girls' school scholarships amounted to R5,284, about the half of the whole primary scholarship allotment. These scholarships are given, not with regard to the number of schools of a certain class. Is this the case?

A. 28.—Yes.

Q. 29.—You say you believe the system of school inspection in the Central Provinces does

not differ materially from that prevailing in Northern India. Are Government schools in the Central Provinces ever collected in groups for examination, or is every school examined in its own school-house before the committee and the boys' relatives who choose to attend?

A. 29.—Schools are always inspected in their own school-houses.

Q. 30.—You mention that R11,844 out of R33,304 are spent on college scholarships. Of this sum R1,140 were spent on special scholarships for Europeans and on Art scholarships. Is this the case?

A. 30.—Yes; I believe so.

Q. 31.—Supposing the allotment for primary scholarships are increased, would not boys of above average ability, whether poor or rich, obtain them?

A. 31.—No; as a rule I do not allot primary scholarships to boys well able to provide for their own education. This course was not formerly pursued.

Q. 32.—We have no senior college department in the Central Provinces?

A. 32.—Yes.

Q. 33.—Then our senior college scholarships must be held at foreign colleges in Bombay, the North-Western Provinces or elsewhere. Is this so?

A. 33.—Yes.

Q. 34.—If we deduct senior college scholarships, we have 54 junior college scholarships, costing, in 1880-81, R6,996. Are they too many for so large a province, with 82,000 boys at school and only the college for Natives to which nearly all students must resort from a distance?

A. 34.—I do not say the expenditure on college scholarships is too much—that is a question; but I think the expenditure on primary scholarships is too little.

Q. 35.—With reference to answer 39, are not certain distinct rules on the moral training of scholars entered in the school manual supplied to all schoolmasters?

A. 35.—Yes, but by distinct rules—I mean rules for imparting at a particular time direct moral instruction.

Q. 36.—When the middle-school examination was commenced, were not head masters of all superior middle schools told to send up for examination all scholars who had completed ten months' stay in the class?

A. 36.—Yes.

Q. 37.—In this rule infringed or generally observed?

A. 37.—Masters endeavour to evade it, but I prevent its evasion as much as it is in my power.

Q. 38.—If fees were paid in high schools according to the means of the parents, would they think enquiries inquisitorial, and would such injuries lead to false statements?

A. 38.—When I was in Saugor, fees were paid according to the means of the parents, and they did not think my slight enquiries inquisitorial; but, undoubtedly, to avoid higher payments, falsehoods were sometimes told.

By THE REV. W. R. BLACKETT.

Q. 1.—In answer 4 you speak of some schools in Raipur supported by a tax supposed to be voluntary and collected with the revenue. As a matter of fact are these subscriptions voluntary, or how does the system work?

A. 1.—The payment is voluntary in so far that the people do not refuse to pay, but not in the sense that they come forward spontaneously and offer the money. They know exactly how the money is used. But were it left entirely to themselves, I believe they would withdraw their subscriptions.

Q. 2.—You think that subscriptions cannot be depended on as a permanent source of income. If men of property could be induced to give endowments in land or otherwise for village schools, do you think these could be made use of as a permanent basis for the schools?

A. 2.—Certainly. I think that such endowments would be very useful. It is possible that those who now give subscriptions could be induced to give such endowments; but as it has not been put before them, it is difficult to say whether they would or not.

Q. 3.—You show (answer 21) that raising the fee in the high school and college to a uniform rate of R1 and R2 did not deprive the school of a single student. Did this make any difference in the amount paid by the richer classes, or did it affect the poorer only?

A. 3.—It affected all. They were paying too little before, because previously no special fee had been assigned for the college classes. Such a change would naturally affect most those who were paying at the lower rates, if there were any such in the high school or college classes at the time.

Q. 4.—Is there anything to show that this R1 or R2 is adequate as a maximum?

A. 4.—I think I have shown in the same answer, paragraph 2, that boys are already deterred by the expense from prosecuting their studies, and consequently if fees were raised still more would be deterred by the same cause.

Q. 5.—Do you think that a college fee of R2 only can really deter from pursuing his studies further, any boy whose position in life makes him a proper subject for collegiate education, and whose talents do not enable him to secure a scholarship?

A. 5.—Certainly.

Q. 6.—You notice that the average annual fee at the Jubbulpore mission school is R2. Has that school to contend with the competition of any other middle school?

A. 6.—Yes. With the Hatcarini or City Aided School.

Q. 7.—Have the schools at Saugor, Narsinghpur, and Burhanpur any such competition to contend with?

A. 7.—No. But the rate of fees of schools should not depend on the competition that exists between them.

Q. 8.—You have said in reply to Mr. Browning that you do not now allot primary scholarships to boys able to pay for their own education. Have you any difficulty in ascertaining this ability?

A. 8.—No, none whatever.

Q. 9.—Would you have much more difficulty in ascertaining the ability of boys in the high school or college to pay a fee of more than R1 or R2?

A. 9.—Very much more difficulty. Because the boy selected for a primary scholarship is the

inhabitant of a village where I am encamped at the time, and I have every opportunity of ascertaining his circumstances; whereas the pupils of the high school come from every district in the province, and the Principal has no means of ascertaining their circumstances beyond their own statements.

Q. 10.—If religious instruction were given and rules laid down for religious practices in boarding-houses attached to Government schools, would it be considered that Government was taking part in the teaching of religion, or would people in general distinguish between the Government school and the boarding-house in this matter?

A. 10.—I think the idea amongst the people would be that the Government was teaching religion.

Evidence of Mr. Waman Rao Kolhatkar, B.A.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been a teacher in the Central Provinces for about 4½ years, two years as head master of the City Aided (High) School at Nagpur, and nearly two years and a half as head master of the male normal school in the same place. I have also been head clerk for some time in the office of the Inspector General of Education, Central Provinces, and during the last nine years I have been on the managing committee of the City Aided (High) School in Nagpur. I received my education in the Bombay Presidency, where, during my frequent visits in the last eleven years, I have often made enquiries regarding the working of the normal and other schools.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community?

Ans. 2.—The system of primary instruction in this province cannot be yet said to be placed on a sound foundation. The curriculum of primary schools is good enough, but neither teachers nor inspectors are of the kind required. The school committees are in the majority of cases more ornamental than useful bodies; but matters in this respect cannot be much mended for some time to come. The Education Department, however, might, with a better management of the normal schools, be able to supply efficient masters, and might, with a little improvement in the position and functions of district inspectors, be able to attract abler men to take up the work of inspection.

The present scheme, with better teaching and inspection, and with sufficient funds, is capable of development up to the requirements of the community.

Ques. 3.—In your province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—In the Central Provinces primary instruction is not sought for by the people in general. The labouring and agricultural classes and artisans do not willingly send their children to school, as they are too ignorant to be able to appreciate education, and require the assistance of their children in the carrying on of their occupations. No class of people is practically excluded from primary instruction. Boys of all castes are admitted and taught in the same school in many places. But schools for the exclusive benefit of the lower castes might be beneficially opened in places where the majority of school-going boys belong to the higher castes. The attitude of the influential classes towards the extension of elementary knowledge to every class of society is one of indifference rather than of hostility.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home instruction, in the sense of instruction of the kind imparted in schools, is nowhere resorted to in the Central Provinces as a substitute for school instruction. My estimate of the value of it, in the absence of any data to go upon, is necessarily speculative. But I am of opinion that no boy of ordinary parts, who has received home instruction, can compete successfully in public examination with a boy who has been educated at school.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—The Government cannot at present depend on aided or unaided private effort for the supply of elementary instruction in rural districts. There are, as far as I know, no private agencies in existence for promoting primary instruction. There are indigenous schools in a few places, but they are mostly in large towns.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? . . . .

Ans. 8.—No general rule could be laid down as to what classes of schools should be supported by municipalities. The question should be determined with reference to the means of individual municipalities. But there are, I believe, very few municipalities in this province which could afford to bear the entire burden of the support of schools within their local limits.

No classes of schools could be at present left to the management of municipal committees, except in large towns. The majority of the members of these bodies are, as a general rule, uneducated persons, to whom the schoolmaster and his work are objects of more or less contempt. I would therefore not entrust the management of any of our schools to those committees as at present constituted. I fear very much that if matters be left entirely to them, the progress that has been made by Government after so much expenditure of money and energy would soon disappear.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in

primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The teachers for primary schools in the Central Provinces are provided by the local normal schools. These institutions, as at present constituted and circumstanced, may be doing good work in their own way. But there is yet room, in my opinion, for improvement in several respects. The curricula of the schools embrace at present a large number of subjects, while the time given to attain the prescribed standards is disproportionately small. Students are expected to qualify themselves for the village and town schoolmasters' certificates after one and two years respectively, and during these short periods of their training they are considered to have attained a competent knowledge in a number of subjects, some of which are perhaps beyond their comprehension at that stage of their progress. Looking to the number of subjects in the curricula, and the time given for the required training, I cannot but consider that the present system must lead to cramming and a very imperfect understanding of the subjects taught. The certificated student, when fresh from school, may remember something of what he has so indifferently learnt at school, but he forgets it soon, as all crammers, sooner or later, must. Having regard to the impossibility of mastering well in a short time the principles of the subjects in which an efficient village or town schoolmaster ought to be well grounded, the Bombay educational authorities have made the whole course of normal school training run over five years, and yet the material the schools in that Presidency obtain is far superior to that which is available in this province. I would therefore suggest that either the number of the subjects in the curricula be reduced, or the course of instruction be made to extend to three years in the case of village schoolmasters, and five years in the case of non-schoolmasters. The next point to which I would request attention is the necessity of giving the normal school teachers the best material available, by abolishing, at least for some time, the rule which requires that only a certain number of lads from each district, and no more, should be admitted into the school; for it may happen sometimes that a clever boy of one district is rejected at the admission examination to make room for a dullard from another district, simply because the one district has supplied its allotted number, and the other district has not. To prevent this evil, I would admit only those boys who come out best at the admission examination, irrespective of the districts from which they may have come. Another reform that is needed is the providing of normal schools with picked teachers, and in this connection I would point out the desirability of placing at the head of the institutions, without exception, native scholars of proved ability and merit. As no native scholar, of however eminent talents and abilities, can hope to become a really useful teacher of English literature in a college, so no European teacher, of whatever experience and ability, can hope to become a really useful head of a normal school, where instruction is necessarily imparted through the vernaculars. This is an opinion founded both upon experience and observation, and may be taken for what it is worth. But as even picked teachers, when required singly to teach all the subjects of a curriculum, cannot do their work so well as when left to teach only those subjects in which they are most proficient, I would utilise their special proficiency, by introducing the lecture system, as it is sometimes called, which obtains in the Poona training college, and by which the teachers are required to teach only certain subjects of the curriculum. If all these suggestions be adopted, I think our normal schools would be able to turn out a better class of teachers for primary schools.

Then as regards the present social status of village schoolmasters, I believe I shall not be wrong if I say that the major portion, whatever influence they may possess, is derived from the fact of their being Government servants. There is very little influence, I fear, attaching to their profession which is not looked upon as very honourable by the ignorant ryot and petty trader. This state of things is much to be regretted, but there is a hope, as our normal schools turn out a better class of teaching and as better ideas penetrate society, our village schoolmasters would take their proper position in the village community, and exercise a beneficial influence over the people over whom they are placed.

Ques. 12.—Is the system of payment by results suitable in your opinion for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results is in my opinion not suitable, except perhaps in the case of purely indigenous schools imparting primary instruction, principally in the old style, for the promotion of education in this province. The sources of income of grant-in-aid schools are already very precarious. The subscriptions given by a poor and ignorant people are realised with great difficulty, and not without some official pressure, direct or indirect. The Government grant is the only steady source of income, and it would be dangerous to the stability of educational institutions to make their only steady source of income unsteady. Even the best of our schools may, for causes beyond their control, not turn out some year as good results as it usually shows, and if the Government grant be, as must happen under the payment-by-results system, curtailed that year on that account, the teaching power would have to be reduced, to the detriment of the proper working of the school. The system of fixed grants is, in my opinion, best adapted to the aided schools of at least the better classes in the province.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—Fees should be levied in primary schools with due discretion. It should be adapted to the varying circumstances of each place, and should be entirely remitted in the case of boys who are too poor to be able to pay them. The income from fees obtained in primary schools is generally very small, and therefore it can be conveniently looked upon as a means to help the indigent students to purchase books, &c., rather than as a source of support to the schools.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies as contemplated in paragraph 62 of the despatch of 1854?

Ans. 15.—No.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I know of no such cases. But, except perhaps in Presidency towns, the time has not come for trying the experiment successfully. The general poverty of the classes which take an interest in higher education, and the indifference of the wealthy portion of the trading community, which alone can afford to give pecuniary aid, render the idea of higher institutions being supported by private bodies, at least in so backward a province as ours, almost impossible of realisation. The school of the managing committee, of which I am a member, derives its support from the people to a considerable extent, but the support is not very willingly given, and the community which is in a position to lend pecuniary aid contributes next to nothing. If the question of funds could be satisfactorily solved, there could be found persons in large towns like Nagpur to undertake the work of management. But, as long as the great body of the people, who understand the benefits of high education and desire to partake in them, are in their present helpless condition, Government cannot successfully or justifiably close or transfer their higher institutions to private bodies. There are missionary societies, it is true, who would undertake the task of giving high education when aided by Government. But the people look upon these missionaries with distrust, and perhaps not without reason; and if the work of giving high education passed exclusively into their hands, the present mistrust stands the risk of being deepened, and the time-honoured and judicious principle of religious neutrality which has characterised the action of Government so long would be likely to suffer at the hands of the missionaries.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—I do not think there are any at present.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? . . . .

Ans. 19.—The grant-in-aid system is generally well administered in this province, and the school with which I have been connected in some capacity or other during the last eleven years has always received liberal treatment from the hands of the educational authorities. I would, however, suggest that, provided an aided institution is generally doing good and zealous work, its managers should be able to claim, as of right, a Government grant equal to the sum which they can obtain from other sources, and are actually ready to spend on some useful improvement. Such a rule would stimulate private effort to obtain money from private sources and encourage in a way the habits of self-reliance which the Government rightly desire to cultivate among the people.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality? . . . .

Ans. 20.—It is, I believe, entirely one of practical neutrality.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education?

Ans. 21.—The primary and secondary schools in this province are attended willingly or through pressure by all classes, but the higher institutions are attended only by boys of the middle classes who live mainly by service, Government or private. The fathers of these boys are generally persons who manage somehow to make the two ends of income and expenditure meet without going into debt, and who in civilised countries would be considered very poor. They are generally clerks or masters drawing small salaries, and it is these men who wish to send their boys to high schools and colleges. If the history of our smart graduates and public men were enquired into, it would be found that they were, with very few exceptions, children of persons who had struggled hard to make the little saving which obtained high education for their sons. When such are exclusively the persons who care for education and avail themselves of the machinery established by Government, it seems ludicrous to say that Government should make people pay for high education. The really wealthy classes who would be able to pay for the costly education, if the whole burden of it were thrown on the people, do not care, or care but little, for it, and would feel little sorry if the State shut up all higher institutions. The complaint should not be that the wealthy classes do not *pay enough* for higher education, but it should rather be that they do not *care enough* for that education. The fact is that those who send their children to the higher schools and colleges are generally poor persons, who after supporting their families have very little to spend on education; but that little, be it said to their credit, they spend ungrudgingly on that object. It is sometimes said that middle classes in England and other wealthy countries pay for, if they wish to have, high education; but middle classes in wealthy countries mean quite a different class of persons from what they mean in poor countries. General rules founded on comparisons made under unequal conditions are very unsafe; and yet it is the fashion to compare wealthy England with poverty-stricken India, and applying the rules which hold good in the one country to the other country, where they do not hold good, in treating of the question of who should bear the cost of higher education. The right course in dealing with the question seems to me to proceed in a patriarchal manner, as has hitherto been the case, and apply the State funds for the benefit of the country at large, irrespective of the consideration what particular section of the people has paid the money that is to be spent. To depart from this course and close or withhold State support from higher institutions simply because the classes who benefit by them are too poor to pay enough for their maintenance, would not only be unjust, but also fatal to the best interests and reputation of Government, as well as to the spread of primary education among the masses, which all well-wishers of the country have so much at heart. Had the policy of withholding high education been followed from the beginning, how could the Gov-

ernment have got the able, honest, and loyal servants which it has now been able to secure, and how could the little knowledge which has gone to the people through the vernacular have reached them at all?

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees.

Ans. 22.—No.

Ques. 23.—Is it, in your opinion, possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution?

Ans. 23.—It is in my opinion impossible for a non-Government institution of the higher order in this province to become influential and stable when in direct competition with a similar Government institution, as long as the funds to be got from private charity are insufficient, as long as the self-sacrificing public spirit which has commenced to show itself in large towns in the more advanced provinces is wanting. Some young men in Poona have lately established high schools, which directly and successfully compete with similar Government institutions there. But as they have not had sufficient trial, it is premature to say what amount of stability they possess. There are Missionary schools and colleges all over the country, but those which I know do not, from whatever cause, show themselves equal te enter into successful competition with similar Government institutions.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—The educated Natives of the province find employment, but not readily. The young men who have passed the higher University examinations have been provided for in some department or other. But there is a pretty large number of matriculated men who have no employment. The engineering graduates of this province trained in the Poona Engineering College may prove as able assistant engineers here as they have proved in the Bombay Presidency.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—I think it is.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I do not think the statement is true.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—The requirements of the country are too numerous and multifarious to leave room for the fear that the number of candidates who present themselves at the entrance examination of our Universities is growing excessive. Unless education and thereby intelligence penetrate all the walks of life, the country can never hope to rise from its present degradation. Would that every village could boast of having at least some young men who have attained to the entrance standard of education. If knowledge so spread itself, people would readily discern that it is idle to depend for their livelihood solely on Government service; that no Government, however powerful or beneficent, could provide employment to millions and millions of its subjects; and that they owe it to themselves, their country, and their Sovereign, to open new paths of industry and revive the decaying indigenous science and art, and thus obtain honest means of livelihood. If this view of the question be correct, there could be no doubt that the present number of candidates for the entrance examination is not in excess of, but far below, the country's requirements. The opening of technical schools all over the country would greatly help our educated men to break themselves of the habit of meanly depending for livelihood on Government.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Municipal support is extended to some grant-in-aid schools. The city aided school at Nagpur, and some other schools that I know of, get annual Municipal grants. But how far the support is likely to be permanent I have no means of judging. It is, however, probable that the support once given will not be wantonly withdrawn, at least in large towns.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum affords a sufficient training for teachers in seconary schools. If the Unversities had raised the standard of the knowledge of vernaculars, to which very little attention is at present paid, nothing would have been left to be desired. But even under the present circumstances, the University man would soon make up the defect, and with his greater stock of knowledge, and therefore a better appreciation of his work, is likely to prove at least as successful a teacher as any Normal school certificated man can be expected to become.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—All primary and some second schools are examined by officers called district inspectors, who, though servants of the educational department, are under direct subordination to the Deputy Commissioners of the districts to which they are attached. The district officers in the Central Provinces are supposed to be mainly responsible for the proper working of primary schools, and district inspectors are the officers who supply them with the necessary information about the condition and working of the schools, and also carry out the orders that may from time to time be given them by the district officers. The inspection work of the district inspectors is supervised by officers called circle inspectors, who have charge of secondary schools. The Inspector General of Education, who is the head of the Department, supervises the work of circle and district inspectors. In some large districts the district inspectors are assisted by officers called

sub-deputy inspectors. The district inspectors and their assistants are the most hard-worked and meanly remunerated officers. They are expected to travel at all times of the year and have to satisfy a number of hard conditions to earn their scant travelling allowance. There salaries, too, are poor compared with the salaries given to kindred officers in the Bombay Presidency and the Berars. The consequence is that really good men who have received a respectable education and who have a due appreciation of the real work entrusted to them are not attracted to the posts. No wonder, then, that they fail to command the respect due to their work and position, and that the superior influence of a guiding hand is not visible in the work of the persons who are to be corrected by them. Deputy inspectors in the Bombay Presidency, and I believe also in the Berars, are social factors of considerable influence, and command almost as much respect as the higher employés in the Revenue and Judicial Departments. But such cannot and is not the case in this province. Our district inspectors have very little existence in the eyes of people outside the Education Department; while having no better education than some of the masters placed under them they fail to secure that respect which men of proper education command, even from the people of their own department. An energetic district inspector of the stamp we generally get here successfully accomplishes reform in the showy portion of school management, and pays a number of visits, regardless of all personal comfort, to every school under his charge; but whether being a man of poor education he can, with his many visits, do half as much good as a really educated inspector can do with one or two annual visits, is a question which I have not been able to solve satisfactorily in my mind. Able inspectors are as indispensable to the spread of education as able masters are; and yet primary education, to which all eyes are turned at present, is in this province in the hands of bad inspectors and worse masters. There are, I am aware, some honourable exceptions, but they are so few as not to affect the general remarks I have made above.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—I have sufficiently answered this question in my replies to questions 16 and 21.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—In the event of Government withdrawing to a large extent from the direct management of schools which are lower in rank than high schools, the standard of instruction may not deteriorate; but in the case of high schools and colleges, where a costly teaching staff and costly apparatus and appointments are necessary, it is sure to deteriorate, as the funds which can be raised by private persons or bodies in a poor country cannot come up to the requirements. To prevent the deterioration, I would suggest grants-in-aid on a more liberal scale.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—The text-books read in Government colleges and schools do contain definite, though oftentimes indirect, instruction in duty and principles of moral conduct. Had this not been the case, the marked improvement which is observable in the moral conduct and sense of duty among the educated youths of this country would not have taken place. The young subordinate judges and magistrates in the Bombay Presidency and other advanced provinces have acquired a character for honesty and justice which might do credit to the public service of even civilised countries; while the Brahmo and other Samajes which are rising in several parts of the country are enough evidence to show that our young men are not drifting into irreligiousness and atheism. What room is there, then, for the cry which interested Missionaries are raising all over the country that religious instruction (which in their opinion must mean instruction in the Christian religion) must form a portion of our educational course? There would have been some justification for the cry if the men educated in our Missionary schools were morally better than those educated in Government schools. But in the absence of any such result the complaint must appear quite meaningless.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—Some of the schools in this province have been supplied with gymnastic apparatus, but I do not know what amount of attention is actually paid to the subject by pupils, masters, and inspecting officers. I would suggest that all schools of and above the grade of vernacular town schools should be provided with apparatus, and that a regular examination in actual gymnastic feats according to a fixed graduated standard should be taken once or twice in the year by the inspecting officer just as an examination in the subjects of the curricula is taken by him, and that promotion from class to class should be made to depend partly on the results of the examinations.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—No.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools are, I believe, not suited to the habits and modes of thought of the people.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—The plan of sending husband and wife together, which has been adopted in this province since some time past, seems to be the best under the present circumstances.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be pos-

sible to increase the interest which ladies might take in this cause?

Ans. 46.—Some ladies of the zenana mission and wives of some Missionaries are in the habit of visiting Native ladies and doing some useful work in the shape of teaching needlework and music. But as they are supposed to pay the visits with the main object of proselytising, they are not much trusted by those for whose good they labour. If ladies not connected with any mission could be induced to do the work which some mission ladies are so zealously doing, better results would follow. I hear Lady Keatinge did something in the direction in Nimar with good results.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—The expenditure incurred by the Government on high education in this province is very small, and no part of it is unnecessary. Amidst the general cry for the extension of primary education, even at the cost of high education, it may look strange if I repeat the suggestion which has been already made by others, that a B.A. class should be opened in the Jubbulpore College, which at present teaches up to the F.E.A. standard only. I would also repeat another suggestion, that some provision be made in Nagpur to teach the matriculated students who may desire to prosecute their studies up to at least the F.E.A. standard. The two high schools in Nagpur are no inconsiderable feeders of the Jubbulpore college class, and many a matriculated student who has under the present circumstances to stifle his desire to study for the F.A. examination would be enabled to prosecute his studies if an F.A. class be opened here.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the department more men of practical training in the art of teaching and school management?

Ans. 50.—I do not think there is any foundation for the statement. I am not sure that the introduction of more men of practical training in the art of teaching and school management would have beneficial results. But I think that the higher officers of the department should be men who have won University honours rather than persons who have been merely trained in the Normal school. Persons whose views have been enlarged by a good education, would not find it difficult to require a knowledge of the art of teaching and school management.

Ques. 54.—Has the demand for higher education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—My reply to both the parts of the question is negative.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? . . . .

Ans. 55.—The system may be applied to purely indigenous schools imparting primary instruction in the old style.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—The maximum number might in the case of colleges go up to 50, but in the case of schools, and especially in the lower classes, the number should never exceed 25.

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—By the month.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—I cannot see how the strict interpretation of the principle requires the withdrawal of the Government from the direct management. But a strict interpretation of the principle may perhaps require the withdrawal of Government aid from Missionary institutions educating other than Christian boys. What necessity is there, however, for construing the principle so strictly?

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—There are to my knowledge no such arrangements. But I would suggest it should be ruled that no boy coming under the description should be admitted into the rival school of the same place for a period of three months from the date of the dismissal or improper leaving.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitation or condition?

Ans. 64.—In that event it would be certainly desirable that it should retain, without limitations or conditions, under direct management, one college in each province as a model college.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—One European professor of English literature is indispensable in those colleges.

Ques. 66.—Are European professors likely to be employed in colleges under native management?

Ans. 66.—A European professor for teaching English literature is likely to be employed.

Ques. 67.—Are the circumstances of any class of the population in your province such as to require exceptional treatment in the matter of English education? . . . .

Ans. 67.—No.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—Provided there are sufficient funds, schools and colleges under Native management can certainly compete successfully with those under European management. The city aided school, Nagpur, which is entirely managed by Native gentlemen, has been competing successfully with similar schools under European management since the last ten years.

Cross-examination of Mr. Waman Rao Kholhatkar, B.A.

By the Rev. W. R. Blackett.

Q. 1.—(Answer 9.) Do you think that the management of a Normal school requires high qualifications, such as an extensive and varied acquaintance with the principles and practice of school management, and the latest improvements in methods, together with readiness in devising and adopting measures for the improvement of the school and its students?

A. 1.—Yes.

Q. 2.—Are Native masters with these qualifications easily to be obtained?

A. 2.—They can be obtained, though not easily.

Q. 3.—Where can such an education be obtained in this country as would furnish a Native headmaster with these qualifications?

A. 3.—University men with high degrees can acquire these qualifications. There is to my knowledge no institution in this country where such qualifications can be obtained.

Q. 4.—With respect to the grant-in-aid rules, are we to understand that no school, however good, can claim *as a right* any assistance from Government, but must depend for obtaining it on the good-will of the authorities? (Answer 19.)

A. 4.—Provided we show good results we can fairly claim a grant, though not to the extent I wish. There is no legal right to any aid.

Q. 5.—For what classes of persons do you consider that Government is bound to supply higher education? (Answer 21.)

A. 5.—For all who take interest in high education, however poor or low they may be.

Q. 6.—On what principle do you think it would be *unjust* for Government not to provide higher education for those who are unable to pay for it?

A. 6.—On the principle that it is unjust to expect persons who are not able to pay for higher education to pay for it. Gratuitous high education prevails, I understand, in some European countries.

Q. 7.—Do you think that Government is bound in justice to provide for the people whatever they are unable to pay for themselves?

A. 7.—Yes.

Q. 8.—Is the city aided school at Nagpur a successful institution?

A. 8.—It is.

Q. 9.—Does the mission school at Nagpur fall behind the city aided school, or does it stand before it, both in numbers and passes?

A. 9.—It does not fall behind it. But it always has a larger percentage of passes.

Q. 10.—Are you aware that many mission schools and colleges all over the country enter into very successful competition with Government institutions?

A. 10.—Three or four in Bombay and this province, with which I am acquainted.

Q. 11.—Do you know that a mission school at Seoni in this province has been so successful that a petition was got up by the people of the town for the closing of the Government school, on the ground that they preferred the mission school?

A. 11.—No, I do not.

Q. 12.—Do you believe that the cry for moral instruction in schools arises exclusively from interested Missionaries?

A. 12.—I do not know that it is exclusively from them, nor even principally.

Q. 13.—Are you aware that many Native gentlemen lament a serious deterioration in the moral conduct and sense of duty among the educated youths of this country; and that one object of the Bramho and other Somajes in Bengal is to resist the tendency to such a deterioration?

A. 13.—There are two opinions on the point.

Q. 14.—Do you know that almost every witness before the Commission in the Punjab expressed a desire for moral, and many, not Missionaries, for religious, instruction in schools and colleges, and that the Senate of the Punjab University College, by no means a Missionary body, has commissioned a gentleman to draw up a "manual of moral teaching" on a theistic basis?

A. 14.—I do not know.

Q. 15.—Are we to understand that in your school you give no definite moral instruction beyond what is found in the class-books; and that you think any further moral instruction unnecessary?

A. 15.—Yes, to both questions.

Q. 16.—We have it in evidence, from a gentleman in this province unconnected with missions, that the men educated in mission schools are on the whole morally better than those educated in Government schools. Does this seem to you to justify the cry for moral instruction in the schools?

A. 16.—It does not seem to justify that cry.

Q. 17.—You seem in answer 16 to contemplate the possibility of high education passing exclusively into the hands of Missionaries, and you say that Missionary societies would undertake the task of giving such high education. Have you ever heard of any such proposition being made, either by Government on the one hand or the Missionaries on the other?

A. 17.—No, I have not.

Q. 18.—Do you mean to say that you think zenana Missionaries teach nothing but music and needlework? (Answer 46.)

A. 18.—That is what I know of. I do not pretend to say that they teach nothing else. All my knowledge is from hearsay on that point. I have not said in my examination that they teach nothing else.

By Mr. Browning.

Q. 1.—Please say in what districts of the Central Provinces you have resided?

A. 1.—Nagpur, and I have visited Wardha.

Q. 2.—What Government village or town vernacular schools in these Provinces have you examined during the last two years?

A. 2.—I have examined none.

Q. 3.—When Normal schools were first opened in Nagpur, Raipur, and Jubbulpore, no restrictions were placed on the number of students each district should furnish. Consequently the schools were filled with townsmen who, when prepared, would hardly join their appointments in villages, contrived to get dismissed, and had no weight with the rural population. If your plan were followed, of admitting those men who passed highest in the entrance examination, irrespective of the districts

in which they resided, would there not be a danger of the same thing happening again?

A. 3.—There are better means of communication, and now I think townspeople would not object to hold scholarships in the mofussil.

Q. 4.—In the case of any marked superiority of a candidate for entrance, the inspector, who usually examines, can make an exception and admit such candidate even though his district may be already fully represented. Is it not so?

A. 4.—The inspector can do so, but while I was head master of the Normal school, many good boys were rejected to make place for boys from certain districts.

Q. 5.—There is really very little difference between the attainments of the candidates,—that is, there may be six or seven very good, and the rest about on a level. Is this the case?

A. 5.—Yes.

Q. 6.—Then practically the rule limiting the number of candidates from any particular district to the wants of that district does not interfere with the efficiency of the Normal school?

A. 6.—It might possibly interfere.

Q. 7.—You say that in Poona the Normal school course is for three years?

A. 7.—Yes.

Q. 8.—Do you know that comparatively few men even in Poona go through the whole course for three years? Thus in 1879-80, only 11 out 127 enrolled obtained three years' certificates, and 37 students obtained two years' certificates, and were sent out as masters?

A. 8.—There must necessarily be few men in the highest class.

Q. 9.—In the Nagpur Normal school in the same year, nine obtained second-year certificates and 18 first-year certificates. Do you know this?

A. 9.—No; I don't know. I presume it is the case.

Q. 10.—The cost of the Poona training college in 1879 was R18,425, and that of the Nagpur Normal school last year R5,148. Is this true, do you think?

A. 10.—If these are the recorded figures, I have nothing to say. I have not regarded the cost of education; besides, the number in the training college at Poona is larger.

Q. 11.—Are you aware that the Educational Department of the Central Provinces, as soon as the demand for teachers slackens, propose to extend the course for all to two years?

A. 11.—No; I am not aware.

Q. 12.—The three-year men in the Poona Normal school are sent out on salaries varying from R10 to R20. Have not the Nagpur men at first to be content with situations varying from R8 to R10, or in a few instances R12 *per mensem*?

A. 12.—I think the second year students of the Poona training college are sent out on R10 or R11.

Q. 13.—Also the Dharwar training college cost R11,800 in 1879-80, and passed 3 third-year students, and 38 first-year students, or 41 students in all. Thus each certificated student cost R287. In Nagpur each certificated student, nine being of the second year, and 18 of the first, cost last year R190? Do you think, considering the smallness of the pay given to vernacular teachers in the Central Provinces, the few men that even in Bombay go through the whole three-year course, the greater expensiveness of the Bombay Normal schools, that it would be wise for the Educational Department of the Central Provinces to limit the training of schoolmasters to two years, as they now do, and when the administration can afford it, to have the same period of training for all, namely, two years?

A. 13.—I still advocate a training of three years.

Q. 14.—You would extend the course in some cases to four years. Do you know that when we have kept men for a long time in the Normal school, we have found them averse to joining appointments in the mofussil?

A. 14.—Service is now very difficult to procure, and I think men will not now object to go to the mofussil even though they may have objected before.

Q. 15.—You have had experience of only the Nagpur Normal school. Have not the head masters of that institution been scholars of proved ability?

A. 15.—They have; but I can't say the same of the assistant masters.

Q. 16.—The assistant now is a perfect Marathi scholar, a Dakshina prizeman of Poona, and has held his present post for 16 years. Is this the case?

A. 16.—Yes. I have a high opinion of him. But I don't think he can teach all subjects so well as he can teach Marathi literature.

Q. 17.—In your answer to question 21 you say, "the higher institutions are attended only by boys of the middle classes." By higher institutions do you mean high schools?

A. 17.—I refer more to colleges.

Q. 18.—Do you know your statement is incorrect? In the Jubbulpore College there are 17 under-graduates of the lower classes, mendicant Brahmins amongst others?

A. 18.—Yes; *only* was inserted inadvertently. It should be *generally*.

Q. 19.—Is not experience and the successful performance of work in itself a most valuable form of education?

A. 19.—Yes, it is.

Q. 20.—Do you know that from the ranks of the 18 men whom you in your 24th answer call "bad inspectors," have within the last four years been taken one extra assistant commissioner, four tahsildars, one naib tahsildar, two clerks of court? Thus within four years the Educational Department lost 8 out of 18 men. This process of selection is still going on,—there are several men now employed who are sure to rise to high office if they persevere.

A. 20.—Men have been taken by other departments, but this does not affect my proposition.

Q. 21.—Is it likely that from the ranks of "bad inspectors," men would be selected for such honourable positions?

A. 21.—A person may be bad in one department, but is not necessarily bad in another.

Q. 22.—You say that "really good men who have received a respectable education, and who have a due appreciation of the real work entrusted to them, are not attracted to the posts of zilla inspectors." Do you know that of 18 zilla

inspectors in the Central Provinces all but one have been successful head masters of middle schools, that one is a graduate, ten have passed the F. A. examination, two have no University standing, but one of the two is the senior zilla inspector, and one of the best in the Central Provinces, and is of undoubted capacity, and five have matriculated, all the zilla inspectors are really excellent English and vernacular scholars, and most know not one but two or three vernacular languages? Do you describe these men as not respectably educated?

A. 22.—To my mind there is only one man respectably educated, who is a graduate.

Q. 23.—How would you get better men, seeing the Educational Department appoint all their best middle schoolmasters so soon as they gain experience? Would you appoint foreigners—men from Bombay and Poona, for instance?

A. 23.—I would appoint foreigners. Some of our middle schoolmasters are foreigners.

Q. 24.—You say that the superior influence of a guiding hand is not visible in the work of the persons who have to be corrected by the zilla inspectors. But from your answers to questions 1 and 2, it would seem that you have not seen any Government vernacular schools for the last two years, and consequently you cannot, I think, know, except by hearsay, whether the superior influence of a guiding hand is or is not felt. The reports show that in many districts inspection work is very efficiently performed.

A. 24.—My opinion is from hearsay,—men I have seen in Nagpur have confirmed the opinion I have formed.

Q. 25.—Do you know that the highest encomiums have been bestowed on the zilla inspectors now in office:—

Opinions of Deputy Commissioners.—

(1).—Bhandara.

"The merits and high qualifications of the zilla inspector are well known to the officers of the Educational Department, and have received the cordial recognition of my predecessor, and need not therefore be mentioned here; but I would add that the high state of the efficiency of the schools of the district, and the excellent use that has been made of the means at our disposal, are due to the zeal, tact, discrimination and ability with which the zilla inspector has discharged his duties."

(2).—Narsinghpur.

"The work of the zilla inspector is satisfactory, and he is willing to accept instructions and act up to them."

(3).—Seoni.

"I can say that the zilla inspector has neglected no single school, however far from head-quarters, and that he has done his very best towards the spread of education in a district where the people generally are not only apathetic but sometimes openly hostile. His inspections are always searching and thorough, and generally productive of marked improvement."

(4).—Betul.

"The zilla inspector's industry is remarkable, and as a rule really good results ensue from his visits. I have been much pleased with this officer's work in every respect."

(5).—Saugor.

"I have been much pleased with the manner in which the zilla inspector has performed his duties since he joined the district. He has been most energetic and painstaking in the discharge of his duties, and his inspections have always been thorough and to the point. I consider him one of the best, if not very best, zilla inspectors I have anywhere had under me. The satisfactory state of educational progress in the district, as shown in this report, is very largely due to his good sense, zeal, and unceasing toil in behalf of the schools of his charge."

(6).—Damoh.

"The zilla inspector is a good officer; he is intelligent, hard-working and zealous. He has performed his duties well, and I am quite satisfied with his work."

Raipur.

"I have a high opinion of the zilla inspector; he is very intelligent, of good ability, works very hard and well, is devoted to his work, and always ready to profit by any advice that is given to him."

(7).—Pilaspur.

"5. The zilla inspector is painstaking and hard-working."

(8).—Sironcha.

"The head master, who acts as zilla inspector, continues to give the same satisfaction in the discharge of his duties as I have recorded on a previous occasion.

(9).—Chanda.

"I am satisfied with the work done by the present zilla inspector, whose inspection work appears to be good, although he has not yet acquired the art of expressing himself tersely, and his reports are therefore occasionally somewhat trying to follow."

A. 25.—I look upon the praise as given to the best of the existing lot of inspectors.

Q. 26.—One of the best zilla inspectors and two very promising zilla inspectors the department lost last year by death. Thus 15 men out of 18 are accounted for. Do you still call men who have done and are doing such good work "bad inspectors"?

A. 26.—I still think that better inspection is required.

Q. 27.—With regard to Normal students you have used the word "cramming." Please say what you mean?

A. 27.—I mean to say that the men understand imperfectly the subject of the curriculum.

Q. 28.—The gentlemen named in the margin were last year examiners for the Nagpur Normal School. Do you consider them good examiners?

Mr. Browning, M.A.
Major Jacob.
Mr. Manohar Ratnaparkhe, B.A.
Mr. Mahadeo Rao.
„ Sader Shiv Vitthal.
Mr. Krishna Rao.
„ Govind Vishnu.
„ Dinka Krishna.
„ Kesho Rao.
„ Hari Pant.
„ Vishnu Balwant.

A. 28.—Some of them are good examiners.

Q. 29.—Do you consider a man who has an acquaintance with the elements of a subject, though he is not profoundly versed in the subject, is a man who has been crammed?

A. 29.—My position is that the men do not get good elementary knowledge. They make the best of their opportunity and the masters try their best to give them as much instruction as possible during the short time placed at their disposal.

Q. 30.—I will read you the reports of the last examiners for the Normal school. Do they bear out your accusation of "cramming"?

A. 30.—The reports are not very good.

Q. 31.—You say in your answer 32 that primary education is in the hands of bad inspectors (meaning zilla inspectors) and worse masters." If this were the case, would not our primary schools be bad?

A. 31.—Yes. I think they are not in such a good state as they should be.

Q. 32.—But I have received returns from the circle inspectors showing that of 471 primary schools visited by them, each in its own schoolhouse, they classed 89 as "good," 214 as "fair," 103 as "indifferent," and 75 as "bad." Thus of 471 primary schools classified by circle inspectors 303 are good or fair, 103 are indifferent, and only 75 or 15 per cent. are bad. Do you think these results could be achieved if the Educational Department of the Central Provinces had "bad inspectors and worse masters"?

A. 32.—That depends on the standard.

Q. 33.—Do you then desire to express by your answer 32 of the printed evidence, that if the educational department trained primary masters longer, paid them higher, and generally secured as zilla inspectors and middle-class teachers men who had graduated, primary schools would still further improve?

A. 33.—I think they would. The pay need not necessarily be higher. The same pay is given in Bombay and the Berars.

Evidence of THE REV. D. WHITTON, *Free Church of Scotland, Nagpur.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I am a Missionary of the Free Church of Scotland, and for the last twelve years have been engaged in teaching in the Free Church Insitution, Nagpur, Central Provinces. The institution teaches up to the standard for matriculation required by the University of Calcutta.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—It is.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of no instance in which a Government educational institution of the higher order has been closed or transferred to the management of a local body; but I ought to mention that in Nagpur this is impossible, inasmuch as there is not, and never has been, a Government high school in the place. There are two high schools in Nagpur, *viz.*, the Free Church Institution and the City School, both of which are under the management of local bodies and receive grants-in-aid from Government. It will thus be seen that in the matter of high school education Government has done what it could to foster and promote private enterprise. On the other hand, though there is great need for an F.A. class in Nagpur, and though the Free Church Missionaries have offered to establish and maintain such a class at a trifling expense to Government, yet the offer has not been accepted. Nagpur students are still required to attend either a foreign college or the Government college in Jubbulpore if they wish to prosecute their studies beyond the matriculation standard. As, however, our offer has not been finally rejected, I cherish the hope that the local Government will yet see its way to grant our request, and so give a new impulse both to higher education and to private enterprise.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) Normal schools?

Ans. 19.—I think the grant-in-aid system the best that could be devised for the spread of education in this country. I have no fault to find with the way in which it is administered. I consider the grants adequate in the case of boys' schools, but in the case of girls' schools, owing to the great difficulties that beset female education, I think they should be largely increased.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I consider the educational system as at present administered to be, on the whole, one of practical neutrality.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—I know of none.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—No.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—I believe educated Natives often have difficulty in finding remunerative employment, but all ultimately get something. I think the preference that high-caste Natives have for certain situations which they consider honourable, if it does not constitute the difficulty, at least increases it.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—I think so. If students fail to put to a good use the instruction they have received, the fault lies more in themselves than in their school-books.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I think both teachers and pupils need to be on their guard in this respect. I have no doubt that in many cases passing the entrance examination is regarded as the main end of education, and whenever this is the case, the mental habit thus formed, while the process of education is going on, impairs the value of the instruction received for the purposes of ordinary life. The entrance examination is certainly a great stimulus to both teachers and pupils, but I doubt whether the intellectual life originated and nourished by it tends to make a man stronger for all the varied requirements of ordinary life.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what

do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—I do not think so.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—I can speak only of high school scholarships. These are awarded by public competition at an examination held annually. I think the system on the whole works well, and is of service to the cause of education. In awarding these scholarships no favour is shown, as far as I have seen, to Government schools.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—The Free Church Institution receives no support from the Nagpur Municipality.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—As a teacher's efficiency depends as much on his knowing how to teach as on his knowledge of the subjects taught, and as instruction in the art of teaching forms no part of the University curriculum, I consider that Normal schools are indispensable as training places for teachers.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The text-books, as far as I have had opportunities of judging of them, appear to be suitable.

Ques. 37.—What effect do you think the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—I think the withdrawal of Government from colleges and schools of the higher class would tend to foster the growth of a spirit of reliance upon local exertions, and thus ultimately to promote the spread of education. For I believe that the advantages of education, and specially education in English, are now so well known and appreciated, that efforts would be made to get it at any cost, and when once the people have found out by experience that they are not so helpless as they believe themselves to be, the spirit of self-help thus evoked would ultimately give a great impetus to the spread of education. Meanwhile, Government being relieved from the burden of the higher institutions would be in a position to devote more money to elementary education, and thus secure an immediate advance into regions hitherto unvisited by the light of knowledge.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—I do not think that the standard of instruction would deteriorate in any class of institutions from which it is desirable, on other grounds, that Government should withdraw.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—I believe moral principles are inculcated in some school-books.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—I believe a gymnasium is attached to some schools, and a drill-book has been prepared and published by the educational department, but I do not know to what extent they are used by the students.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—I believe there is not.

Ques. 42.—What progress has been made by the department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—A few schools have been established by the department, but female education is still very backward.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—In the present circumstances of the country and of society, I think mixed schools altogether unsuitable.

Ques. 45.—Are the grants to girls' schools larger in amount and given on less onerous terms than those to boys' schools, and is the distinction sufficiently marked?

Ans. 45.—I know of no distinction at all. The grants are the same and given on the same terms as those to boys' schools.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—For many years Mrs. Cooper, the wife of our senior Missionary, has taken the most lively interest in the promotion of female education. There are in all three girls' schools in connection with the mission. The oldest and farthest advanced is the orphanage girls' school, which Mrs. Cooper superintends, and in which she also teaches for a certain time every day. In this work she has been assisted, as opportunity offered or necessity demanded, by the wives of the other Missionaries. About six years ago zenana work was begun in Nagpur and Sitabaldi. The Missionaries' wives were the first to move in the matter; but as the field opened up and the work increased, it was found necessary to get ladies from Scotland who could devote their whole time to it. At present the work is vigorously prosecuted by the Misses Mackay with a staff of Native assistants.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The great defect in the educational system as hitherto administered is that religious

instruction has no place in it. This is a defect that pervades the whole system, marring the beauty of what would otherwise be an ornament to the country. In other lands where religious institutions and religious literature abound, a system of purely secular education may be comparatively harmless, but here, when education has destroyed the national faith and furnished no materials wherewith to construct another, consequences of the most disastrous kind are almost certain to follow. With all this, however, I candidly admit that I do not see what Government can do to provide a remedy. I believe the true remedy must come from another quarter.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—No.

Ques. 50.—Is there any foundation for the statement that officers of the Educational Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the department more men of practical training in the art of teaching and school management?

Ans. 50.—I think there is no foundation for this statement.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—No.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ques. 56.—To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 55 & 56.—I think the system of payment by results should everywhere give way to the grant-in-aid system. What I most object to in the system of payment by results is, that it throws us entirely into the hands of the examiner, who could to a large extent regulate our annual grant. This would introduce a fresh element of uncertainty into our finances, and make it more difficult than ever to carry on our educational work.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—I think the grant-in-aid should amount to one-half of the gross expense.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—I believe that so far as teachers are concerned, the principle of religious neutrality is, on the whole, maintained in Government schools. As, however, Government schools are regarded as models, and the Government system of education as the model system, and as religion is entirely ignored therein, it follows that religion will gradually come to be regarded as a thing of no consequence—a result that is not strictly in keeping with the principle. In other words, I consider that strict adherence to the principle of religious neutrality is in the nature of things impossible.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I do not think this desirable.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—Yes.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—No.

Cross-examination of THE REV. D. WHITTON.

By MR. BROWNING.

Q. 1.—A witness has said—"Probably the greater proportion of aided schools are under the management of Missionaries. These schools have done good work, and the Missionaries may fairly plead that in the recognition of their schools a spirit of more general fairness and, so to speak, friendliness, should replace the watchful jealousy, economical and bureaucratic, that but too often characterised the action of the department in the past." Have you noticed the watchful jealousy attributed to the educational department, or have you considered the officers of the department as co-workers with yourself in the spread of education?

A. 1.—So far as my experience goes I have not observed this watchful jealousy. We regard educational officers as our friends and co-workers in the great scheme for the education of India.

Q. 2.—Have the annual inspections of your schools been fair, simple and discriminating, making due allowances for the circumstances of the schools?

A. 2.—Yes.

Q. 3.—With reference to your answer 15, you arranged by my advice, I think, to apply for a grant to open a college department?

A. 3.—Yes.

Q. 4.—But in the meantime a senior college department had been opened at Jubbulpore. Is it so?

A. 4.—Yes.

Q. 5.—The Inspector General of Education said he was afraid to cut off a portion of the supply of students, and proposed to wait for some time to see whether there were enough pupils for both departments. Is this the case?

A. 5.—Yes.

Q. 6.—As there is now no senior college depart-

ment at Jubbulpore, can you not now apply for a grant for a college department with prospects of success?

A. 6.—Yes, I suppose we could.

Q. 7.—You say in answer 29-30 that "the system of payment by results should everywhere give way to the grant-in-aid system." Do you include indigenous schools?

A. 7.—I would include indigenous schools.

Q. 8.—Have the officers of the educational department ever attempted to attract any boys from your school to the Jubbulpore school?

A. 8.—No.

Q. 9.—Has any boy ever left your school and joined the Jubbulpore Government high school without your permission?

A. 9.—No.

Q. 10.—So far as you know, have other schools been less fortunate than those you manage, and have the pupils they have educated been admitted to the Jubbulpore Government high school contrary to the wishes of their managers?

A. 10.—I can't give an opinion.

Q. 11.—When you say that the majority of students would prefer to study in a First Arts class opened at Nagpur, you mean the majority of Nagpur students. Is it not so?

A. 11.—Yes, the majority of Nagpur students.

Q. 12.—When you say "you believe that no aid has been asked for from the zenana mission, Nagpur," do you mean that you know that such is the case?

A. 12.—Yes.

Q. 13.—Have you received all the grants you have ever asked for?

A. 13.—Yes, I believe we have.

Q. 14.—There are the missionaries in your school who assist in the teaching. They, I think, receive half their salaries from the Government grant-in-aid. Is not this the case?

A. 14.—Yes, that is substantially the case.

By THE REV. W. R. BLACKETT.

Q. 1.—Do you think that an institution educating up to the F.A. or even the B.A. standard is desirable in the Central Provinces?

A. 1.—I think so.

Q. 2.—Could you establish such an institution in connection with your school at Nagpur?

A. 2.—We could establish an F.A. class at once. Probably in a year or two we could establish B. A. classes also.

Q. 3.—What amount of increased aid from Government would enable you to establish college classes?

A. 3.—I offered to establish an F.A. class at a cost of R100 per mensem in addition to the present grant. I am not prepared at present to state what would be required for the establishment of B.A. classes.

Q. 4.—Do you think that many students would prefer studying at a Government college at Jubbulpore rather than at an aided college at Nagpur?

A. 4.—I think the majority of students would prefer to study at an aided college at Nagpur.

Q. 5.—How many ladies are occupied in zenana work in Nagpur; and about how many houses do they visit?

A. 5.—Two. They visit a great many houses. They have no difficulty whatever in finding pupils, but are generally welcomed. They are constantly receiving new invitations.

Q. 6.—To what does the Government grant-in-aid amount?

A. 6.—The zenana mission receives no grant. I believe it has never been asked for.

Q. 7.—Do you think that the remedy for the moral evils you discern in the educational system as hitherto administered, is to be found in the extension of aided schools, leaving religious instruction to the option of the managers?

A. 7.—That is what I meant by saying that the remedy must come from another quarter.

Q. 8.—Are the funds for carrying on mission schools strictly limited, so that each school can only reckon on receiving from home a certain portion of what is needed for its support?

A. 8.—The money received from home is a fixed sum, but a certain proportion is raised in India, and this varies. Practically, if this sum were exceeded by the expenditure, the schools would run into debt.

Q. 9.—Does the Government grant enter as an important item into your financial calculations for your schools?

A. 9.—Very important.

Q. 10.—If this were also variable, would you be able to determine at the beginning of the year how much it would be safe to spend on the schools?

A. 10.—I think that could not be determined.

Q. 11.—Should a season of scarcity or other public disaster occur, what effect would it have on a grant-in-aid on the results system?

A. 11.—It might vanish altogether, while the expenditure on the school might have to be kept up.

Q. 12.—Would these objections to the system of grants-in-aid by results apply so strongly to primary schools where the grants are of small amount?

A. 12.—They would not apply so strongly to primary schools as to higher schools.

By THE PRESIDENT.

Q. 1.—Do you receive the full grant-in-aid, namely, one-half of your gross expenditure, and does that calculation allow an adequate sum for Mr. Cooper's superintendence of the school?

A. 1.—No; we do not receive the full grant. Our expenditure is more than double the grant. But we are quite satisfied with the amount. The calculation allows nothing for Mr. Cooper's superintendence of the school.

Q. 2.—If you received more money, could you do more work; if so, in what direction?

A. 2.—The only direction that occurs to me at present is the addition of classes teaching up to the First Arts examination.

Q. 3.—With reference to answer No. 37 in your evidence, do you think that local boards can do their work effectively so long as they do not receive the control over the funds and the financial responsibility for their administration?

A. 3.—I cannot give an opinion on that point.

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